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A survey of the dropout situation in Ohio in 1962-63 is reported. Data are presented on dropout rate, month of dropout, and age, grade, and grade repetition. Also discussed are test information, attendance and discipline, maturity, family background, reasons for leaving school, future plans and activities of dropouts, and the exit interview. Dropping out is found to be related to one or more of five factors--characteristics of the youth, the reaction of the school to unsuccessful students, the home environment, availability of employment opportunities, and "historic events." (NH)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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OHIO STUDY
OF
HIGH SCHOOL
DROP OUTS

1962-1963

By

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FOREWORD

The social and economic consequences of school dropout have received increasing attention in the past ten years. At present, a great many Ohio schools have instituted special programs designed to study or deal with the problem of dropouts. During the past year associations of businessmen, educators, school board members, social workers, parents, and representatives of the courts included in their programs consideration of the problem of the high school dropout. Hardly a week goes by without a story or article about dropouts appearing in the local papers of the State.

Associated with this widespread concern for the dropout is an increase in the proportion of youth who graduate from high school. To some extent this increase in the educational level attained by youth is due to successful efforts to provide education appropriate to the needs of youth who in the past did not have suitable curricula from which to choose. However, it seems likely that the major incentive to continuing in school has been the decrease in the number of desirable employment opportunities among those with little education. The attitude of employers is such that schools may continue to expect an annual increase in the proportion of youth who remain in school. For youth who must eventually earn a living, there is no alternative but to get a high school diploma.

As a consequence, many youth who formerly dropped out of school are motivated to try to graduate from high school. Increasing numbers of students who possess the characteristics of dropouts must be educated if the schools are to serve youth and society. It is not enough, however, to equip all youth with a diploma certifying that they have completed four years of high school attendance. All who graduate from high school must be, as a result of their education, more useful to themselves and their society. It is to assist in accomplishing this task that the information provided in this publication is directed.

E. E. HOLT
July, 1964 Superintendent of Public Instruction

ACKNOWLEDGMENT

The present study is the result of the compilation of data from over 900 Ohio high schools that were provided by about 1100 counselors, principals, and teachers. It would be a hopeless task to attempt to acknowledge the contribution of each individual. Yet it should be recognized that for many of these educators, the preparation of dropout reports was a heavy addition to an already full work schedule.

Thanks are also due Leonard Nachman, Russell Getson, and John Odgers who analyzed the data and authored the report which follows. Much of the writing was done evenings and week-ends to permit the maintenance of their regular work schedules.

Robert P. Beynon, Director
Division of Research

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Chapter 1

DESCRIPTION OF THE STUDY

INTRODUCTION

After the final data for this study of dropouts had been reported in June 1963, national attention was focused on the subject of school dropouts by the late President of the United States, John F. Kennedy. At a news conference on August 1, he announced that $250,000 from the Presidential Emergency Fund would be made available "on an emergency basis for guidance counselors in the month of August" to help communities attack their dropout problem on the local level. Seven cities in Ohio participated in that program (Akron, Cincinnati, Cleveland, Dayton, Lima, Sidney, and Youngstown).

The National Education Association, in July of 1963, also sponsored a campaign focused on the dropout. The program had the slogan "Each One Reach One".

In Ohio, a statewide conference was held in September 1963 dealing with local programs for the identification of potential dropouts, and the development of action programs to combat the dropout problem. A report of this conference appears in the Appendix.

Considerable progress is being made in meeting the challenge implicit in school dropout. Continued progress demands not only direct attention to the potential dropout, but research, study, and action to improve other aspects of our educational program which have been observed to be significant, though not solely related to dropout.

Purpose of the Study

When the data from the Ohio 1961-62 pilot study of dropouts were reviewed, it was evident that there were still many questions to be answered. A decision was made to undertake a statewide survey of the dropout problem for the 1962-63 school year. The responsibility for this study was assumed by the Division of Research and the Division of Guidance and Testing, State of Ohio, Department of Education.

The present study includes the reports of dropout from all Ohio high schools. This information was analyzed (1) to survey the scope of the problem in Ohio high schools, (2) to test the reliability of the findings of the 1961-62 Pilot Study, and (3) to serve as a basis for further study.

No state-sponsored study concerning dropouts was planned for the 1963-64 school year. However, the Division of Guidance and Testing supplied copies of the reporting form used in the 1962-63 study for local district use during the 1963-64 school year. The primary goal of identification of the characteristics of Ohio high school dropouts will be accomplished with the publication of this report.

Definition

A dropout, as defined by this study, is a student who leaves school before completing grade 12 for any reason other than the following: illness, death, transferring to another school in or out of the state, or inability to meet state eligibility standards for slow learning programs. The 1961-62 study excluded those expelled or committed to a correctional institution from being counted as dropouts. The 1962-63 study counts such individuals as dropouts in order to assure more complete accounting.

PROCEDURE

General Procedure

During the summer of 1962, the reporting form used in the 1961-62 study was revised, based on the findings of that study. The primary purpose of the revision was to permit coding of information recorded. The new form enabled rapid preparation of reports for data processing.

Reporting forms and instructions for their use (Appendix) were sent to dropout study coordinators in every public school system in Ohio enrolling students in grades 9 or above. These coordinators distributed forms and instructions to the school counselors in each secondary school in their system. It was requested that counselors complete a dropout report for all students who indicated the intention to leave school and who fit the definition of a dropout. Completed forms for all actual dropouts were returned to the Division of Guidance and Testing.

As report forms were received, staff members of the Division of Research and the Division of Guidance and Testing edited the reports for obvious errors. Report forms were then sent to the Division of Data Processing of the Department of Finance for transfer to cards and magnetic tape. When all reports were recorded, the Division of Data Processing prepared print-outs of the data requested by the Division of Research. From these data, the tables and narrative report in this paper were prepared.

Specific Report Procedures

Reports prepared by the Division of Data Processing were of three main types. The first type of report was an item analysis which indicated the number of responses per item.

The second type of report was in the form of a 20x20 matrix with a maximum of five horizontal variables and five vertical variables for up to 25 different reports on one pass of the tape. Because of the development of this program, any item could be evaluated in terms of any other item. All reports of this type were prepared by sex, grade level, and total. This type of data analysis was not used during the 1961-62 study.

The third type of report was in the computation of dropout rate. Tape records prepared by the Division of Research recording October 1 enrollment in grades 9-12 were merged with tapes prepared from the dropout data and dropout rates were computed. This eliminated the need for hand computations.

Limitations Relating to Procedure

In addition to investigating dropouts during the regular school year, an attempt was made to gather data about the students who left school during the summer months of 1962. There were many practical problems in obtaining this information. Some of the areas of greater difficulty were the following: (1) Some schools had not previously gathered data of the type requested. (2) Since limited staffs are maintained by most schools during the summer, the extent of exit interviews was often limited and, in some cases, no information could be gathered from the cumulative records. (3) In the fall, when many of the counselors were completing dropout forms for the summer dropouts, there was not enough time to go back and search school records for all the data requested. (4) School records for summer dropouts had already been removed from some schools and were unavailable for ready reference.

A second problem existed whenever there were limitations in data on one of the two axes of a matrix. When information was omitted on one portion of a report, it was not recorded on the matrix for any of the items with which it was compared. This resulted in totals that were not identical for the same variable reported on different matrices.

Other limitations are included in the narrative portion of the report in Chapter 2.

Chapter II

FINDINGS AND IMPLICATIONS

DROPOUT RATE

In the 1961-62 Pilot Study of Ohio High School Dropouts, there were two main difficulties in determining an accurate dropout rate for the state. First, both the number of summer dropouts and the total number of dropouts during the year had to be projected for the state from the sample data. Second, the enrollment loss from the beginning to the end of the school year minus the statewide dropout projection resulted in an unaccounted student loss, which was nearly half as large as the projected total number of dropouts. The combination of these two limitations resulted in a reported dropout rate that was believed to be much smaller than the actual rate of dropout. It was believed that a closer approximation of the statewide 1961-62 dropout rate was the actual decrease in Ohio school enrollment from October to June plus the reported summer dropout.

In the 1962-63 study, procedures were modified to try to overcome these limitations. Every school district with students in grades 9-12 participated in the study, so no projection had to be made to secure a statewide dropout rate. After preliminary data were processed and local dropout rates were computed, a letter was sent to each school district showing its reported dropout rate. As end-of-the-year enrollment data became available, reports were sent to school districts showing the beginning-of-the-year and end-of-the-year enrollment difference compared with the number of reported dropouts. When the loss in enrollment was greater than the number of dropouts reported, districts were asked to determine the reason for the difference. The response of schools to this request often resulted in additional reports of dropouts. The dropout rate was increased and the unaccounted loss rate decreased.

A second effect of this drive to reduce unaccounted loss was the reporting of dropouts about whom very little information was provided. As a consequence, the data analyses are based upon reports describing 12,668 dropouts. An additional 4,663 dropouts were reported either without complete information or after data processing had been completed. All reports of dropouts were used in computing dropout rate.

Table 1

COMPARISON OF COMPUTATION OF OHIO HIGH SCHOOL DROPOUT RATES FOR 1961-62 AND 1962-63

	1961-62	1962-63	Percent Change
Enrollment—October	490,297	534,763	+ 9.1
July-August-September Dropouts	4,484 (projected)	3,790 (actual)	−15.5
September Potential Enrollment	494,781	538,553	+ 8.8
Year-End Enrollment	473,212	520,242	+ 9.9
Annual Loss	21,569	18,311	−15.1
Annual Dropouts	13,586 (projected)	17,331 (actual)	+ 27.7
Unaccounted Loss	7,983	980	− 87.7
TOTAL LOSS RATE	43.6	34.0	
DROPOUT RATE	27.5	32.2	
UNACCOUNTED LOSS RATE	16.1	1.8	

A variety of definitions of dropout rate exist. A recent publication sponsored by the U. S. Office of Education proposed some procedures for computation of dropout rate that may be used to obtain more generally comparable reporting of dropout rates. The annual dropout rate according to this computation would be the number of dropouts divided by the number of pupils either enrolled in the school or school system or entering it during the regular school term.[1] The computations in this study differ somewhat from the proposed procedures first, because it was judged desirable to keep the computation in the present study comparable with the Pilot Study and second, because the necessary information on transfers in and out of each school system was not available.

The definition of dropout rate in this report is the number per thousand of the potential grade 9 through 12 enrollment who dropped out of school during the period of the study (July 1, 1962-June 30, 1963). Potential enrollment is defined as the reported October enrollment in grades 9 through 12 plus those students promoted to or retained in these grades who dropped out after the close of the 1961-62 school year and before the October enrollment data were reported. These computations were the same as were used in the 1961-62 study. Computations for both years are shown in Table 1.

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[1] John F. Putnam "Information about Dropouts: Terms and Computations." Report from School Life, May 1963. U. S. Government Printing Office OE 20055, Washington, D. C., p 11.

Figure 1

DROPOUT RATE BY COUNTY
Number of Dropouts per 1,000
Students Enrolled in Grades 9-12, 1962-1963

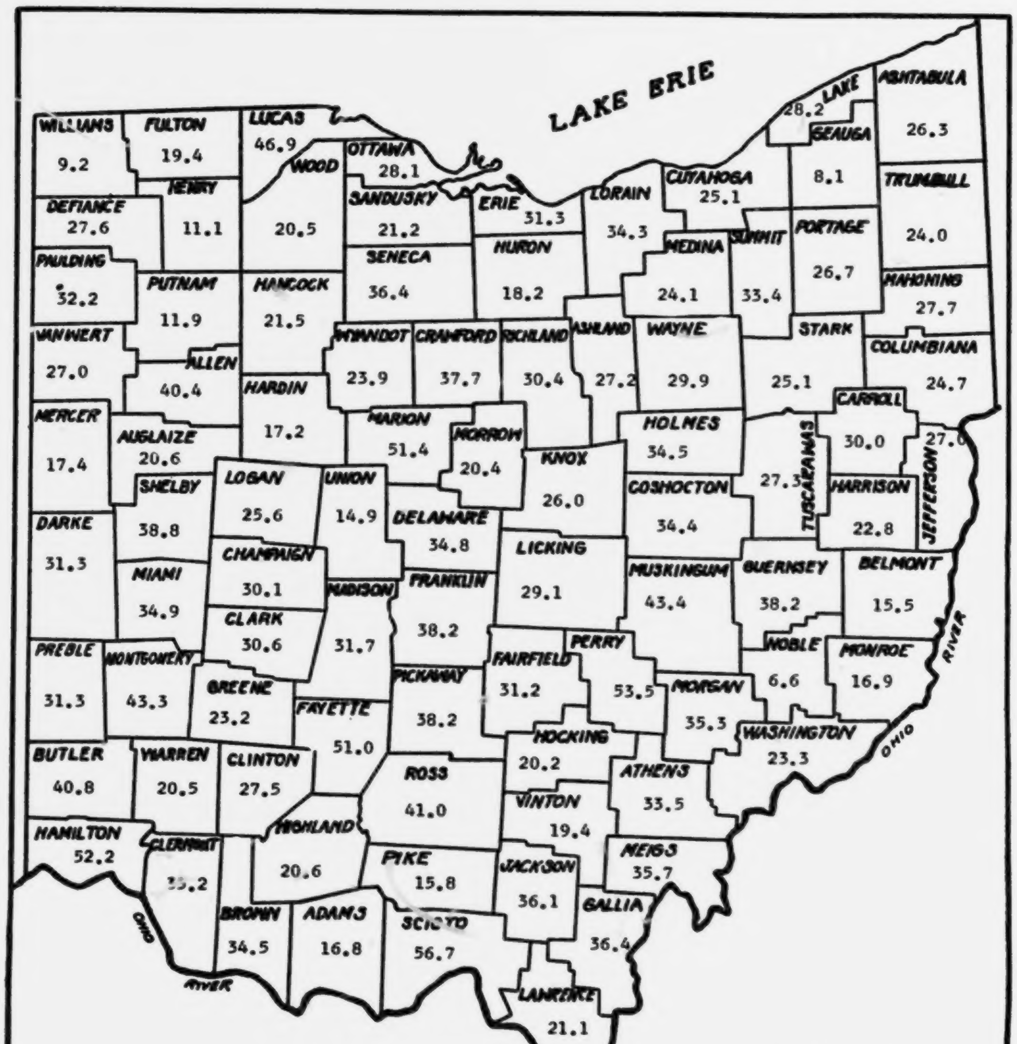
LAKE ERIE
WILLIAMS 9.2
FULTON 19.4
LUCAS 46.9
OTTAWA 28.1
WOOD 20.5
DEFIANCE 27.6
HENRY 11.1
SANDUSKY 21.2
ERIE 31.3
LORAIN 34.3
CUYAHOGA 25.1
LAKE 28.2
GEAUGA 8.1
ASHTABULA 26.3
TRUMBULL 24.0
PAULDING 32.2
PUTNAM 11.9
HANCOCK 21.5
SENECA 36.4
HURON 18.2
MEDINA 24.1
SUMMIT 33.4
PORTAGE 26.7
MAHONING 27.7
VAN WERT 27.0
ALLEN 40.4
HARDIN 17.2
WYANDOT 23.9
CRAWFORD 37.7
RICHLAND 30.4
ASHLAND 27.2
WAYNE 29.9
STARK 25.1
COLUMBIANA 24.7
MERCER 17.4
AUGLAIZE 20.6
MARION 51.4
MORROW 20.4
KNOX 26.0
HOLMES 34.5
TUSCARAWAS 27.3
CARROLL 30.0
JEFFERSON 27.0
SHELBY 38.8
LOGAN 25.6
UNION 14.9
DELAWARE 34.8
COSHOCTON 34.4
HARRISON 22.8
DARKE 31.3
MIAMI 34.9
CHAMPAIGN 30.1
CLARK 30.6
MADISON 31.7
FRANKLIN 38.2
LICKING 29.1
MUSKINGUM 43.4
GUERNSEY 38.2
BELMONT 15.5
PREBLE 31.3
MONTGOMERY 43.3
GREENE 23.2
FAYETTE 51.0
PICKAWAY 38.2
FAIRFIELD 31.2
PERRY 53.5
MORGAN 35.3
NOBLE 6.6
MONROE 16.9
BUTLER 40.8
WARREN 20.5
CLINTON 27.5
ROSS 41.0
HOCKING 20.2
ATHENS 33.5
WASHINGTON 23.3
HAMILTON 52.2
CLERMONT 35.2
HIGHLAND 20.6
PIKE 15.8
VINTON 19.4
JACKSON 36.1
MEIGS 35.7
GALLIA 36.4
BROWN 34.5
ADAMS 16.8
SCIOTO 56.7
LAWRENCE 21.1
OHIO RIVER
OHIO RIVER
SCALE

Figure 1 shows the dropout rate (expressed as dropout per thousand) for public school students (grades 9-12) in each county. Appendix C lists detailed information from which the rates were derived.

In 1962-63, all school districts with large differences between enrollment loss and reported dropouts were contacted and requested to investigate the reason behind such discrepancies. This brought two desirable results: (1) an increase in the identification and reporting of dropouts and (2) the identification of most of the reported loss which was not accounted for by additional reports of dropout (the unaccounted loss), as transfers out of the district. Nearly all the net loss in enrollment not accounted for as dropout (980) is assumed to be made up of those who left school for reasons that are not defined as dropout.

The writers believe that the increase in the dropout rate obtained between reports in 1961-62 and 1962-63 is entirely spurious and is a result of incomplete reporting in the earlier study. It is believed that there was an actual decrease in the rate of dropout between these two years. This belief is based upon a decrease of 3,258 in "Annual Loss" in school enrollment between the two years. At the same time, the schools experienced an increase of 43,772 in beginning-of-the-year enrollments. The dropout rates of the two years may best be evaluated from the change that occurred in the total loss rates. These changed from 42.6 per thousand in 1961-62 to 35.0 per thousand in 1962-63, a 22 percent lower rate for the more recent year.

MONTH OF DROPOUT

A number of factors made it difficult to obtain month-by-month data from July through September. During this period, those who secured regular work permits, or otherwise indicated intent to leave school during the summer, were recorded as dropouts in the month in which the school was informed. All others reported, including both those who actually enrolled in September and then dropped out, and those who were expected to return to school but failed to do so and were subsequently identified as dropouts, were recorded as September dropouts.

The data reported in Table 2 seem to indicate a relationship between dropout and the school calendar. During the year, there are two periods of high dropout rate. The first of these coincides with the beginning of the school year. The second is in January following the Christmas holiday and the end of the first semester. After each of these peaks, there is a gradual monthly decrease in the number of dropouts. It should be kept in mind that the high July, August, September dropout combines three months of dropout into a single report. Since there is no way of determining the accuracy with which summer dropouts were reported, it must be assumed that this figure is open to question.

Table 2

MONTH OF DROPOUT

	Boys		Girls		Total	
	Number	Percent	Number	Percent	Number	Percent
July, Aug. & Sept.	1736	25.5	1687	29.1	3423	27.1
October	820	12.0	701	12.1	1521	12.1
November	685	10.0	586	9.8	1253	9.9
December	409	6.0	334	5.8	743	5.9
January	803	11.8	733	12.6	1536	12.2
February	656	9.6	485	8.4	1141	9.0
March	612	9.0	509	8.8	1121	8.9
April	535	7.8	398	6.9	933	7.4
May	439	6.4	264	4.6	703	5.6
June	120	1.9	114	1.9	234	1.9
TOTAL	6815		5793		12608	

Table 2 shows the number and percent of dropout by month and grade for boys and girls. Data from this table will help to identify periods during which school personnel might concentrate on guidance activities designed to encourage students to remain in school.

Implications

High frequency of dropouts appears to be related to the following factors, all of which need careful consideration by the school which is planning activities for the purpose of attacking the dropout problem:

1. School personnel have little or no contact with potential dropouts during the summer months, so have little opportunity to work with students who are undecided about returning to school and who have found opportunities

which appear more attractive. This implies the need for concerted effort in conducting a "back-to-school" campaign just before school opens.

2. A large number of students return to school in September for a "last try" and drop out after a few weeks, possibly after receiving marks at the end of the first grading period in October. This implies the need for concerted effort to retain students in September and early October. Such a program will be of little value for these returned potential dropouts unless the school program is adequate to meet their needs.
3. Table 2 indicates that boys and girls drop out throughout the school year. This implies the need for continuing effort by school personnel to meet the needs of potential dropout.

AGE, GRADE, AND REPEATED GRADES

Age

Age was included on 12,565 reports of dropouts. Table 3 shows that the median age of boys was about half a year higher than girls. The median age of dropouts decreased from the 1961-62 study to the 1962-63 study by one-tenth of a year for boys and two-tenths of a year for girls. This slight decrease in median age was most apparent in the number of 15 year old girl dropouts, whose proportion among all girl dropouts increased from 7.1 percent in 1961-62[1] to 11.8 percent in 1962-63.

Table 3

PERCENT OF DROPOUTS BY AGE

Age	Boy Percent	Girl Percent	Total Percent
15 and under	3.0	11.8	7.0
16	21.3	34.7	27.5
17	36.5	31.7	34.3
18	29.9	17.9	24.4
19 and under	9.3	3.9	6.8
TOTAL	100.0	100.0	100.0

Median Age Boys.....................17.7 Median Age Girls.......................17.1

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[1] Leonard Nachman and others, Pilot Study of Ohio High School Drop Outs, 1961-62 (Columbus, Ohio, State Department of Education, 1963) p. 12 (The percentage was computed from data appearing in Table 2).

Table 4

AGE AND GRADE OF DROPOUT

	Grade 9			Grade 10			Grade 11			Grade 12			All Grades		
Age	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
15 and under	*128	306	434	57	311	368	13	66	79	5	1	6	203	684	887
16	711	535	1246	526	685	1211	193	701	894	19	82	101	1449	2003	3452
17	514	210	724	975	385	1360	725	568	1293	260	668	928	2774	1831	4305
18	209	69	278	595	195	790	772	371	1143	456	397	853	2032	1032	3064
19 and older	34	9	43	109	39	148	204	73	277	284	105	389	631	226	857
Total	1596	1129	2725	2262	1615	3877	1907	1779	3686	1024	1253	2277	6789	5776	12565

*Numbers below solid line represent students who are overage for grade.

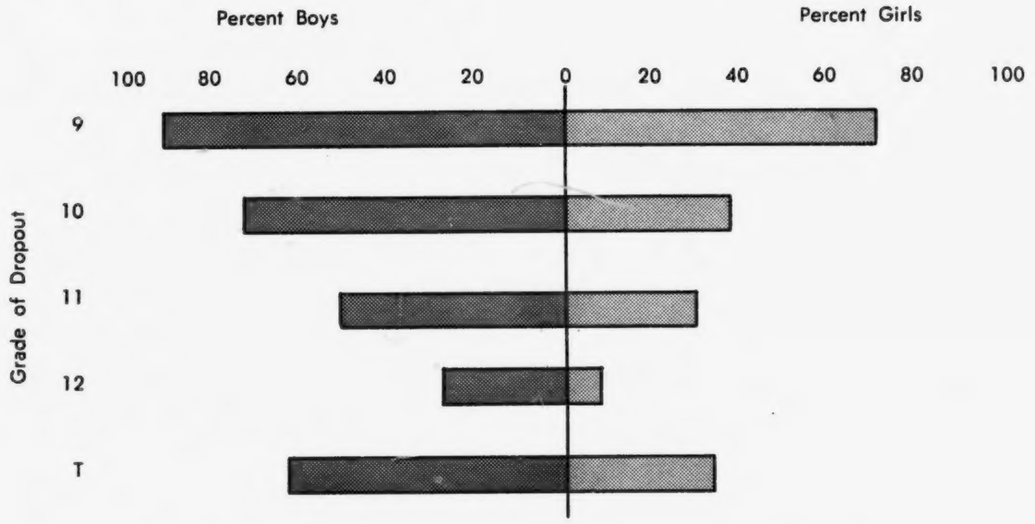
Table 4A

PERCENT OF BOYS AND GIRLS OVERAGE BY GRADE

	Grade 9			Grade 10			Grade 11			Grade 12			All Grades		
Age	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Number Overage	1468	823	2291	1679	619	2298	976	444	1420	284	105	389	4407	1991	6398
Percent Overage	92.0	72.9	84.1	74.2	38.3	59.3	51.2	25.0	38.5	27.7	8.4	17.1	64.9	34.5	50.9

Figure 2

PERCENT OF DROPOUTS OVERAGE FOR GRADE
By Grade of Dropout And By Sex



Overage

Combining the age of the dropout with the grade at which he left school provided the basis for determining the students who were overage for grade. For purposes of this study, a student is considered to be overage for his grade if he is older than 15 in grade 9, 16 in grade 10, 17 in grade 11, or 18 in grade 12. The data comparing age and grade of boy and girl dropouts are reported in Table 4 and 4A. They are summarized as the percent of dropouts overage for grade in Figure 2, which shows that over 90 percent of the boy and 70 percent of the girl dropouts in the ninth grade were overage. The percentage overage decreased for later dropouts until, in grade twelve, only 28 percent of the boy and 8 percent of the girl dropouts were overage.

Repeated Grades

Table 5 reports the number and percent of all dropouts who repeated grades, by their grade of dropout. Among dropouts at each grade level, a greater proportion of boy than girl dropouts had repeated grades. This is consistent with other findings which indicate that boys are at a greater disadvantage than girls in their school work. Table 5 also shows that in each succeeding year of high school, a smaller proportion of

the dropouts had been repeaters during some prior school year. For example, among boy dropouts, 66 percent of the ninth graders and only 35.9 percent of the twelfth graders had previously repeated one or more grades. Among girl dropouts, the percentage of repeaters dropped from 52.7 in grade nine to 17.3 in grade 12.

Table 5

DROPOUTS WHO REPEATED AT LEAST ONE GRADE

Grade in Which Dropout Occurred	Number Who Dropped Out		Number Who Repeated Grade		Percent Who Repeated Grade	
	Boy	Girl	Boy	Girl	Boy	Girl
9	1604	1132	1059	597	66.0	52.7
10	2271	1626	1265	584	55.7	35.9
11	1916	1789	858	398	44.8	22.2
12	1031	1256	360	217	35.9	17.3
Total	6822	5803	3542	1796	51.9	30.9

About 42 percent of all dropouts were reported to have repeated at least one grade. This is somewhat smaller than the report of about 51 percent of all dropouts who were overage for their grade (Table 4A). It is believed that most of those who were overage had repeated one or more grades. The discrepancy in these two tables is probably due to failure to report all instances of repeated grades. School records of transfer students often do not include information about repeated grades.

Table 6

PERCENT OF DROPOUTS WHO REPEATED GRADES BY GRADE WHICH THEY REPEATED

Grade Level Repeated	Number for Whom A Report of Repeated Grade Was Possible		Percent of Dropouts Reported to Have Repeated		Percent of Dropouts Reported to Have Repeated More Than One Grade	
	Boy	Girl	Boy	Girl	Boy	Girl
1-6	6822	5803	3.0*	1.8*	1.0*	0.5*
7-8	6822	5803	6.6*	3.2*	1.0*	0.4*
9	6822	5803	17.0	8.9	3.2	1.4
10	5218	4671	16.7	8.0	3.0	1.0
11	2947	3045	12.7	5.6	1.5	0.5
12	1031	1256	5.9	1.8	0.4	0.3

*Since reports of repeated grades in 1-6 and 7-8 were combined, these percents were computed as the average number of reports of retention in grade per year.

Table 6 was prepared to show the sharp increase in the proportion of dropouts who repeated grades as they advanced from elementary and junior high school to senior high school. Grade twelve was the only high school grade in which the proportion who repeated was not higher than the average proportion in elementary and junior high school. While part of the difference between high school repeated grades and earlier repeated grades may be due to incomplete records, the difference is much too great to be entirely accounted for in this way. The difference in philosophy of the schools between high school and the grades preceding high school must also be considered as being related to the discontinuity.

Implications

Nearly half the dropouts were as old or older than high school graduates. Yet, only one-fourth of this group reached their senior year. It follows that those who were reported as dropouts were more nearly of a common age with out-of-school youth than with those with whom they attended classes. They were both academically and chronologically out of step with those with whom they were required to associate. This condition is further emphasized in Table 20 and the descriptive section on Physical Maturity.

Looking ahead, the overage student can expect to be considerably older than his classmates at time of graduation. Most of the over 1000 who were seventeen or older in the ninth grade could anticipate being over twenty-one by the time they graduated. Such postponement of an adult social role would be extremely difficult. It isn't surprising that many who are greatly overage leave school.

Being required to repeat grades is certainly related to school dropout. To what extent it contributes causally can only be hypothesized; but the total effect of being required to repeat grades is far greater than the mere provision of a chance to gain skills and information not acquired in the first exposure. Repeating grades without making provision either for remediation of the conditions that lead to the decision to require repetition or the demoralizing effect of associating with younger children, is educationally indefensible.

It has been noted that the condition of being overage for grade and having been required to repeat grades is descriptive of fewer dropouts with each succeeding year of school completed.

A New York study refers to the same variation among dropouts at differing grade levels as the "asymptotic trend." The author of the study indicates that this trend suggests that, "as students leave from successively higher grade levels, they become more and more similar to pupils who remain in school . . ."[1] Cottle's remarks, included in the proceedings of the Dropout Work Conference (Appendix D) included the statement, "After grade 10, dropouts so nearly resemble high school graduates that they cannot be effectively identified." This trend is observed to exist in many of the characteristics of Ohio dropouts and will be noted in future sections.

TEST INFORMATION

Scholastic Aptitude

Data on scholastic aptitude were included in 11,345 reports of dropouts. They were obtained from the variety of tests listed in Table 7. Because of the limited comparability of these data, caution must be exercised in their use.

Table 7

REPORTED TESTS OF SCHOLASTIC APTITUDE

TEST	TIMES REPORTED
American Council of Education Psychological (ACE)	70
California Test of Mental Maturity (CTMM)	4,463
Differential Aptitude Test-Verbal and Numerical (DAT-VN)	325
Henman-Nelson (H-N) Test of Mental Ability	1,349
Kuhlman-Anderson	108
Lorge-Thorndike	178
Ohio State Psychological Examination (OSPE)	523
Otis Test of Mental Ability or Otis Self-Administering Test	2,312
Pintner (Pintner-Durost, Pintner-Cunningham, etc.)	125
School and College Ability Test (SCAT)	106
Science Research Associates Primary Mental Abilities (SRA-PMA)	565
Stanford-Binet (Binet)	277
Wechsler Intelligence Scale Children	131
Wechsler Intelligence Scale Adult	54
Terman-McNemar	465
Other	294
Total Reported	11,345

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[1] The University of the State of New York, **Reducing the School Dropout Rate: A Report on the Holding Power Project**, Albany, New York: The State Education Department, Bureau of Guidance, 1963, p. 13.

The IQ's of dropouts from various courses of study were obtained and are recorded in Table 8. From these data, a mean IQ of 91.0 and standard deviation of 14.2 were obtained. This result seems quite stable when compared with mean IQ of 90.2 and standard deviation of 14.02 obtained in the 1961-62 study.[1] Since the average IQ of high school students may be assumed to be above 100, the dropout, on the average, is a less capable student than the non-dropout.

Table 8

DISTRIBUTION OF IQ BY COURSE OF STUDY

IQ	Vocational	General	Academic	Slow Learner	All Courses
60-70	136	425	5	238	804
70-80	357	904	10	188	1,459
81-90	729	1,777	33	73	2,612
91-100	819	1,796	75	16	2,706
101-110	506	995	144	1	1,646
111-120	184	327	133		644
121-130	25	50	54		129
130 +	4	7	8		19
Total	2,760	6,281	462	516	10,019
Median	92.4	90.5	108.1	71.0	91.0
				Mean	91.0
				S.D. =	14.2

Although the average IQ of dropouts was below that of students in general, they were about as variable a group as the total school population. The standard deviation of IQ of dropouts was of the same order of magnitude as that reported by the majority of test publishers in the norming data for the instruments used in obtaining IQ's.

Table 9

IQ OF MEDIAN AND MIDDLE FIFTY PERCENT OF DROPOUTS BY COURSE OF STUDY

Course of Study	25%ile	Median	75%ile	Range of Middle 50%	Number
Vocational........	83.2	92.4	100.9	17.7	2,760
General............	83.0	90.5	99.4	16.4	6,281
Academic..........	99.5	108.1	116.5	17.0	462
Slow Learner....	NA	71.0	78.4	—	516
All Courses.......	81.7	91.0	100.3	18.6	Total 10,019

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[1] Nachman, op. cit., p. 16.

Table 9 indicates that there was wide variation between the median IQ of dropouts from various curricula. Figure 3 illustrates the range of the middle fifty percent of the total dropout population and dropouts from various courses of study. The score at the twenty-fifth percentile of dropouts from the academic course was about the same as that attained by those at the seventy-fifth percentile of the general course dropouts. While there was great variation between medians of dropouts from the various curricula, the range of scores of the middle fifty percent was from 16.4 to 17.7.

Figure 3

IQ's OF MEDIAN AND MIDDLE FIFTY PERCENT OF DROPOUTS BY COURSE OF STUDY

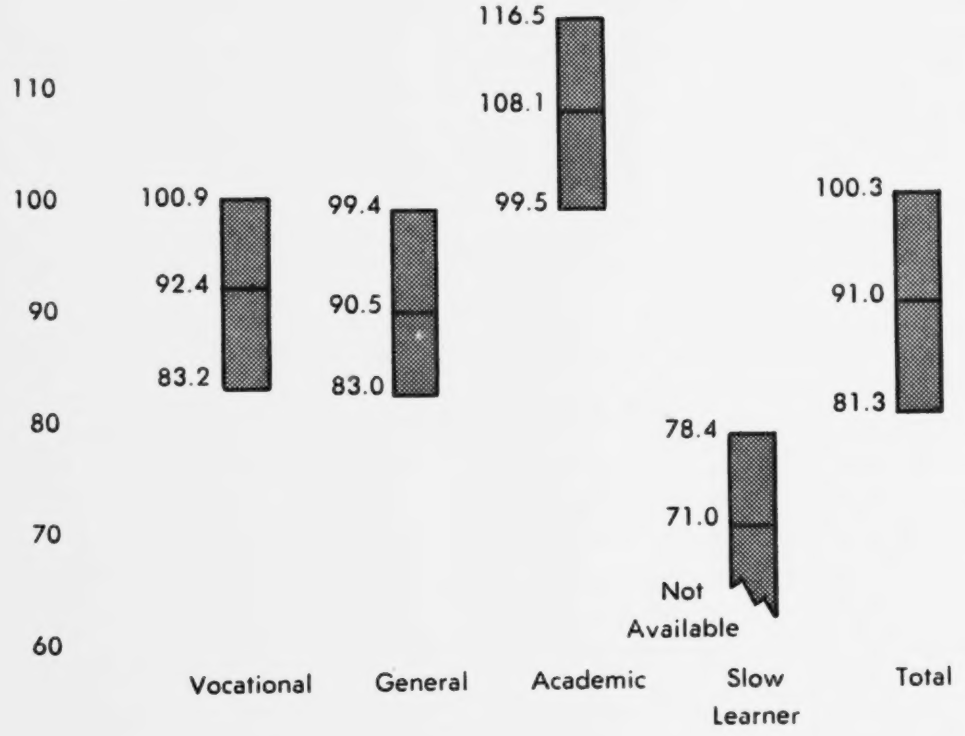


Table 10 compares the grade at which boys and girls left school with IQ at the 25, 50, and 75 percentiles. It is observed that those who drop out of school earliest have the lowest median IQ's. This is a further illustration of the "asymptotic trend" mentioned on page 14.

To illustrate the trend toward higher median IQ's among later dropouts, the data for boys from Table 10 have been

Table 10

IQ BY GRADE OF DROPOUT

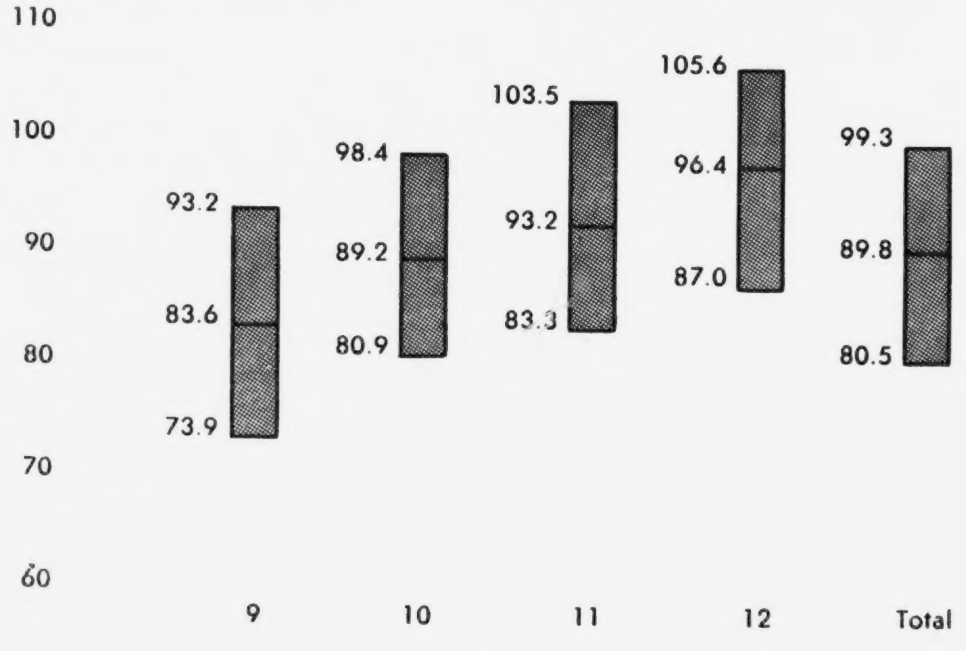
Grade	25%ile	50%ile	75%ile	Number
9				
Boys	73.9	83.6	93.2	1232
Girls	75.2	84.9	94.0	922
10				
Boys	80.9	89.2	98.4	1876
Girls	82.6	91.7	100.8	1312
11				
Boys	83.3	93.2	103.5	1472
Girls	85.8	95.2	104.5	1345
12				
Boys	87.0	96.4	105.6	765
Girls	87.0	96.3	106.3	957
ALL Grades				
Boys	80.5	89.8	99.3	Total 5445*
Girls	82.8	92.5	101.9	4534**

* Does not include 24 ungraded.
** Does not include 16 ungraded.

plotted to produce Figure 4. A similar figure would result from plotting the data for girls.

Figure 4

IQ's OF MEDIAN AND MIDDLE FIFTY PERCENT OF BOY DROPOUTS BY GRADE OF DROPOUT



Implications

In examining much of the data related to school dropout, the ability to draw conclusions was limited by the lack of data about the median IQ and variability of the non-dropout population in Ohio. Of great help would be statistics for the Ohio school population by sub-groups of grade level, sex, and course of study.

Recognizing this limitation of the data, it is still strongly indicated that the dropout population is, as a group, less capable of satisfying academic demands than are those who complete high school. It is possible that some who were encouraged to become dropouts because of relatively low ability in one course of study or school system might, if in a more suitable environment, have been quite capable of completing high school. It is **relative** inability to compete successfully in school that predisposes to school dropout rather than any absolute level of ability required for success in school.

It doesn't seem appropriate to treat dropouts as a homogeneous group. Rather than programs for potential dropouts, the school must meet the needs of a variety of students with as broad a range of needs as are found in the general school population. This variability within the dropout population is also apparent in variables other than scholastic aptitude.

The later a person drops out of school, the more his characteristics resemble those of the graduate. This phenomenon was described as the "asymptotic trend" under grades repeated, and appears in the successively higher median IQ's of dropouts from the upper grades of school. Treating dropouts as though they were a homogeneous population with certain "typical" characteristics, ignores this variation among dropouts from different grade levels.

Reading

Results of reading tests were reported for 7,118 dropouts. A number of different tests were used to obtain estimates of reading skill. The most frequently used instruments are listed in Table 11. Results were reported both as percentiles and as grade placements, making data limited in comparability, both because of the variety of tests used, and the method of reporting test results. Analysis of the data was carried out separately for results reported as grade placements and percentiles. A further limitation resulted from the method of reporting grade placement. Both grade in which the test was administered and achievement score were expressed as years. This may have caused reports of reading to seem higher than they actually were. For instance, it is possible that a test administered in March of the eighth grade (8.6) was reported as 08 for grade administered while a grade placement of 8.6 achieved on the test was reported as rounded to the next higher grade 09. Tables were developed based on the assumption that approximation of both grade administered and grade equivalent followed the same convention.

Table 11

REPORTED TESTS OF READING

Test	Times Reported
California Achievement Test-Reading (CAT-Reading)	2184
Stanford Achievement Test-Reading	993
Metropolitan Achievement Test-Reading	156
SRA Achievement Test-Reading	143
SRA Reading Record	140
Diagnostic Reading Tests	89
Iowa Test of Basic Skills-Reading	1169
Iowa Silent Reading	471
Gates Reading Survey	164
Cooperative Reading Test	478
Others	1131
Total	7118

Table 12 shows that at each grade level, the proportion of boy dropouts reading below grade level was greater than the proportion of girl dropouts reading below grade level. The difference is small and not inconsistent with sex differences in scholastic aptitude. (See Figure 5).

The tendency for fewer dropouts to be disadvantaged as compared with the general school population as they left from higher grade levels is clearly shown with respect to reading. About 69 percent of the ninth grade dropouts were tested as reading below grade level, while only 45 percent of the twelfth grade dropouts scored below their grade level. The difference in reading performance between ninth and twelfth grade dropouts is made more dramatic when it is recalled that 84 percent of the ninth grade dropouts are overage for grade (Table 4A).

Table 12

PERCENT OF DROPOUTS READING BELOW GRADE LEVEL— BY GRADE OF TEST ADMINISTRATION AND SEX

Grade Test Administered	Grade of Dropout											
	9 Number Below Grade Level			10 Number Below Grade Level			11 Number Below Grade Level			12 Number Below Grade Level		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
6	54	29	83	85	46	131	32	15	47	8	10	18
7	109	50	159	50	25	75	36	21	57	5	15	20
8	259	190	449	219	121	340	147	87	234	67	71	138
9	120	67	187	191	138	329	113	82	195	55	50	105
10	—	—	—	94	53	147	81	89	170	27	50	77
11	—	—	—	—	—	—	34	9	43	19	26	45
Total below Grade level	542	336	878	639	383	1022	443	303	746	181	222	403
Total Tested	739	539	1278	976	708	1684	750	700	1450	385	513	898
Percent below Grade level	73.3	62.3	68.7	65.5	54.1	60.7	59.1	40.4	51.4	47.0	43.3	44.9

Table 13 compares the median reading level of dropouts with the grade level at which they were tested. Based on these data, it may be seen that those tested in grades 6, 7, and 8 obtained median grade placement scores very close to the grade in which they were tested. Those tested in grades 9, 10, and 11 obtained median scores about a year below the grade level in which the test was administered.

Table 13

MEDIAN READING GRADE PLACEMENT BY GRADE ADMINISTERED

Grade Tested	Grade Placement
6	6.3
7	6.7
8	7.8
9	8.0
10	9.3
11	9.8

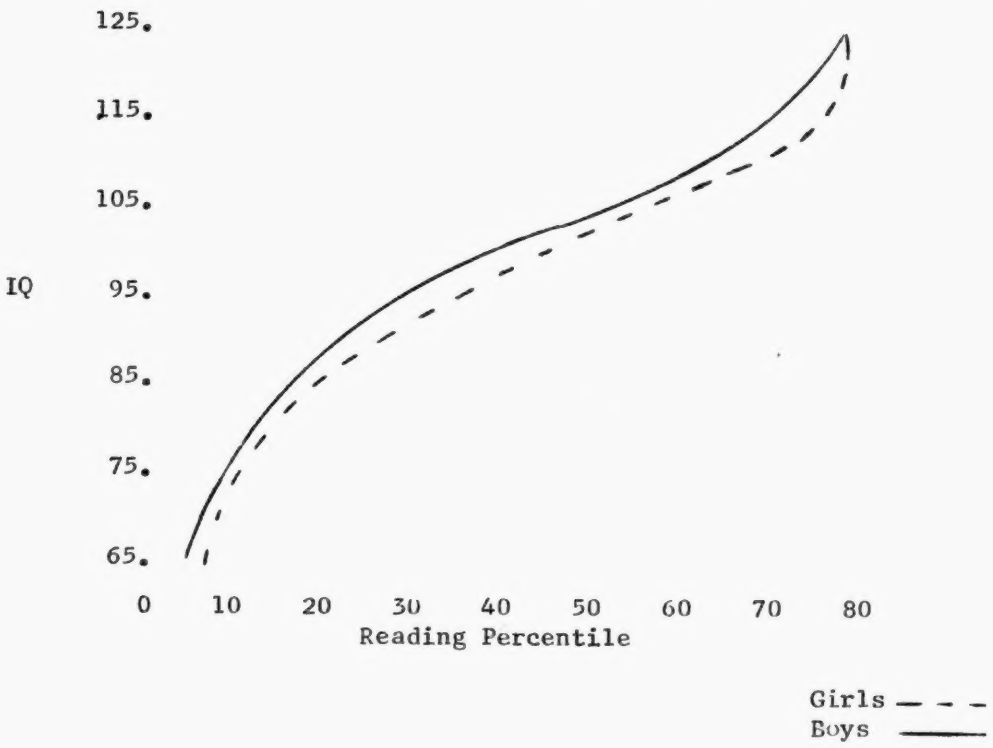
In interpreting these data, it should be noted that only one test of reading was reported for each dropout. Therefore, Table 13 is made up of different populations at each grade level, rather than repeated testing of the same population. It is assumed that there was no selectivity influencing the level at which a person was tested, except that there would be no ninth grade dropouts in the group tested in grades ten and eleven, and no tenth grade dropouts in the group tested in grade eleven. The marked change in the difference between grade tested and reading grade placement between grades eight and nine is consistent with an increase in the proportion of dropouts who were required to repeat grades above grade eight. (Table 6).

Comparison of IQ and reading percentile in Table 14 shows that both the median reading percentile and median IQ were higher for girls than boys. Figure 5, drawn from the data in Table 14, illustrates that when reading level is plotted against IQ, there is little difference in the achievement of boys and girls. Further, boys and girls with IQ's around 105, rank at about the fiftieth percentile in reading. Apparently the contributions to dropout made by IQ and reading skill are closely related. Certainly, among dropouts there is no clear discrepancy between scholastic aptitude and ability to read.

Table 14
MEDIAN READING PERCENTILE BY IQ

IQ Range	Median Reading%ile Boys	Median Reading%ile Girls	Number of Cases Reporting Data
131 and above	—	—	6
121-130	78.3	77.9	39
111-120	70.0	75.7	141
101-110	51.1	54.2	408
91-100	28.8	29.2	666
81-90	15.2	19.2	599
71-80	9.1	9.1	358
Below 70	4.9	7.0	160
Median of all Boys	22.7	Girls 30.2	Total Reporting Percentiles 2377

Figure 5
MEDIAN READING PERCENTILE AND IQ



Implications

The dropout population includes many who read less well than their classmates and even more who do not read as well as their agemates. Poor reading is especially characteristic of the youth who drops out in grades nine and ten. By grade twelve there is little, if any, difference between reading among dropouts and what might be assumed to be the reading level of all seniors.

The reading weakness of the dropout population is related to their lower scholastic aptitude. It is to be expected that a group that scores well below the average of high school students in scholastic aptitude would perform below the average of high school students in reading—just as the dropouts did. It may only be observed that both measures indicated that a large proportion of dropouts may have been expected to be at a disadvantage in a school situation that requires a high level of verbal performance.

ATTENDANCE AND DISCIPLINE

Table 15 shows that the attendance patterns of boy and girl dropouts were quite similar. Both show an increase in absence from the elementary to the secondary grades.

As has been apparent with other characteristics, the lower the grade of dropout, the more marked the characteristic. In this instance, the average number of days absent per year in secondary school decreased from about 21 days for the ninth grade dropout to about 13-1/2 days for the twelfth grade dropout.

Table 15

MEDIAN DAYS ABSENT BY GRADE OF DROPOUT

Grade of Dropout	Boys Median Annual Absence		Girls Median Annual Absence	
	Grades 1-6	Grades 7-Dropout	Grades 1-6	Grades 7-Dropout
9	12.4	20.7	14.4	20.6
10	9.5	17.5	10.3	17.8
11	8.5	15.1	8.9	13.7
12	8.3	14.1	8.5	12.8
All Grades	9.5	16.9	10.0	15.7
Number Reporting	4176	6506	3587	5529

Table 16 expresses the percent of dropouts who presented problems of discipline rarely, occasionally, and frequently.

Table 16

ELEMENTARY AND SECONDARY DISCIPLINARY RECORDS BY GRADE OF DROPOUT AND SEX

Grade of Dropout	Percent for Whom Disciplinary Problems Were Reported						Number for Whom Data Were Reported	
	Rarely		Occasionally		Frequently			
	Grades 1-6	Grades 7-Dropout	Grades 1-6	Grades 7-Dropout	Grades 1-6	Grades 7-Dropout	Grades 1-6	Grades 7-Dropout
9								
Boys	39.1	26.0	43.7	35.5	17.2	38.5	1000	1504
Girls	67.4	53.5	25.5	28.9	7.1	17.6	709	1058
10								
Boys	52.9	31.2	37.0	37.2	10.1	31.6	1363	2168
Girls	79.0	58.6	17.6	27.3	3.4	14.1	992	1541
11								
Boys	54.9	34.3	37.1	38.0	8.0	27.7	1144	1831
Girls	85.8	68.3	12.9	23.2	1.3	8.5	1079	1705
12								
Boys	60.7	38.9	31.0	34.7	8.3	26.4	596	983
Girls	85.3	71.1	13.3	22.1	1.4	6.8	811	1191
Total All Grades								
Boys	51.2	32.0	37.8	36.6	11.0	31.3	4107	6486
Girls	80.2	63.4	16.8	25.2	3.0	11.4	3591	5495

The percent in the category "frequently" triples between elementary and secondary schools for both boys and girls. While the absence records of boys and girls were very similar, reports of disciplinary problems show a great deal of difference between sexes. There were over three times as many boys as girls reported as presenting frequent disciplinary problems, while only about half as many boys as girls were listed as rarely presenting disciplinary problems.

As with other characteristics, those who left at higher grade levels had reports that indicated they were better adapted to school. While nearly 30 percent of all ninth grade dropouts were reported as frequently presenting disciplinary problems in secondary school, only about 15 percent of the twelfth grade dropouts were reported in this category.

Implications

Frequent absences and disciplinary problems are probable symptoms of general dissatisfaction with school. They may be useful clues to the identification of students who may be predisposed to drop out. As symptoms, they suggest the need for action to solve the more basic problems that cause them. To simply increase the control of behavior and attendance will not decrease the probability of dropout.

The behavior of boy dropouts seems more likely than the behavior of girl dropouts to draw negative comments from teachers. This suggests that schools may provide an environment that is generally less satisfactory to boys than girls.

MATURITY

Emotional and Social Maturity

Evaluations of the level of emotional maturity of school dropouts discussed in this section represent the judgment of the school counselor submitting each report. No attempt was made to establish criteria for such ratings. Since counselor estimates of the emotional maturity of dropouts closely paralleled those obtained in the 1961-62 study,[1] it is assumed that the estimate provides a stable expression of a characteristic of dropouts.

Figure 6 shows the relationship between dropouts' course of study and the proportion of the group whom counselors believed to be below average in emotional maturity. Those in the slow-learning classes had the highest percentage judged below average, while only about 16 percent of the girls in the academic courses were judged to be below average. Except for those in slow learning classes, there was no great variation in the percentage of boys judged below average in emotional maturity, ranging from a low of 44 percent in the vocational course to a high of 47 percent in the general course.

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[1] Nachman, op. cit., p. 23.

Figure 6

EMOTIONAL MATURITY BY COURSE OF STUDY AND SEX

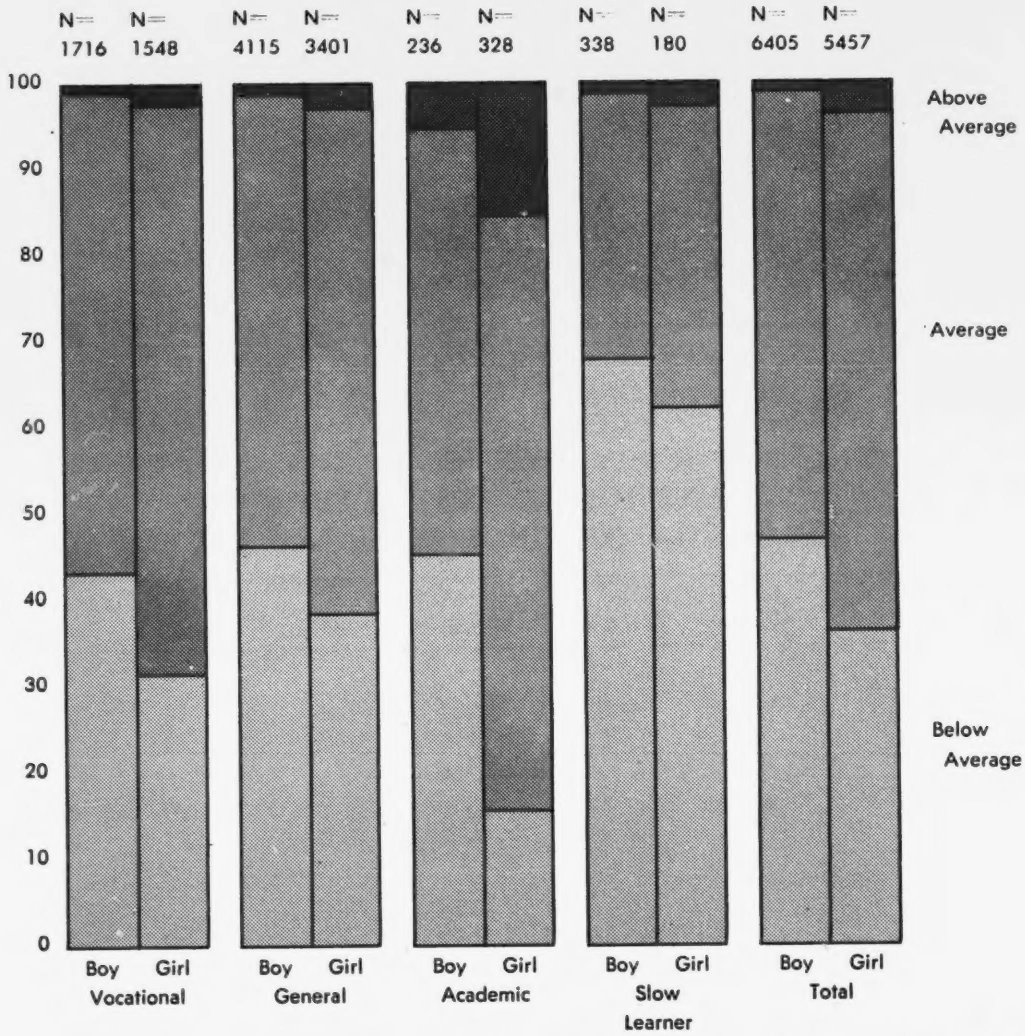


Table 17 reports the percent of dropouts who were judged above average, average, or below average in emotional maturity. About 47 percent of the boys and 36 percent of the girls

Table 17

EMOTIONAL MATURITY BY COURSE OF STUDY AND SEX

Course of Study	Below Average Number	Below Average Percent	Average Number	Average Percent	Above Average Number	Above Average Percent
Vocational						
Boys	754	43.9	948	55.2	14	0.9
Girls	489	31.6	1022	66.0	37	2.4
General						
Boys	1920	46.7	2152	52.3	43	1.0
Girls	1320	38.8	1988	58.5	93	2.7
Academic						
Boys	107	45.3	117	49.6	12	5.1
Girls	51	15.5	225	68.6	52	15.9
Slow Learner						
Boys	230	68.0	104	30.8	4	1.2
Girls	112	62.2	63	35.0	5	2.8
All Courses						
Boys	3011	47.0	3321	51.8	73	1.2
Girls	1972	36.1	3298	60.4	187	3.5

were reported to be below average in emotional maturity. This proportion indicates a serious need. Figure 6, based on data from Table 17, shows that of all dropouts, less than 4 percent were rated as above average.

Table 18

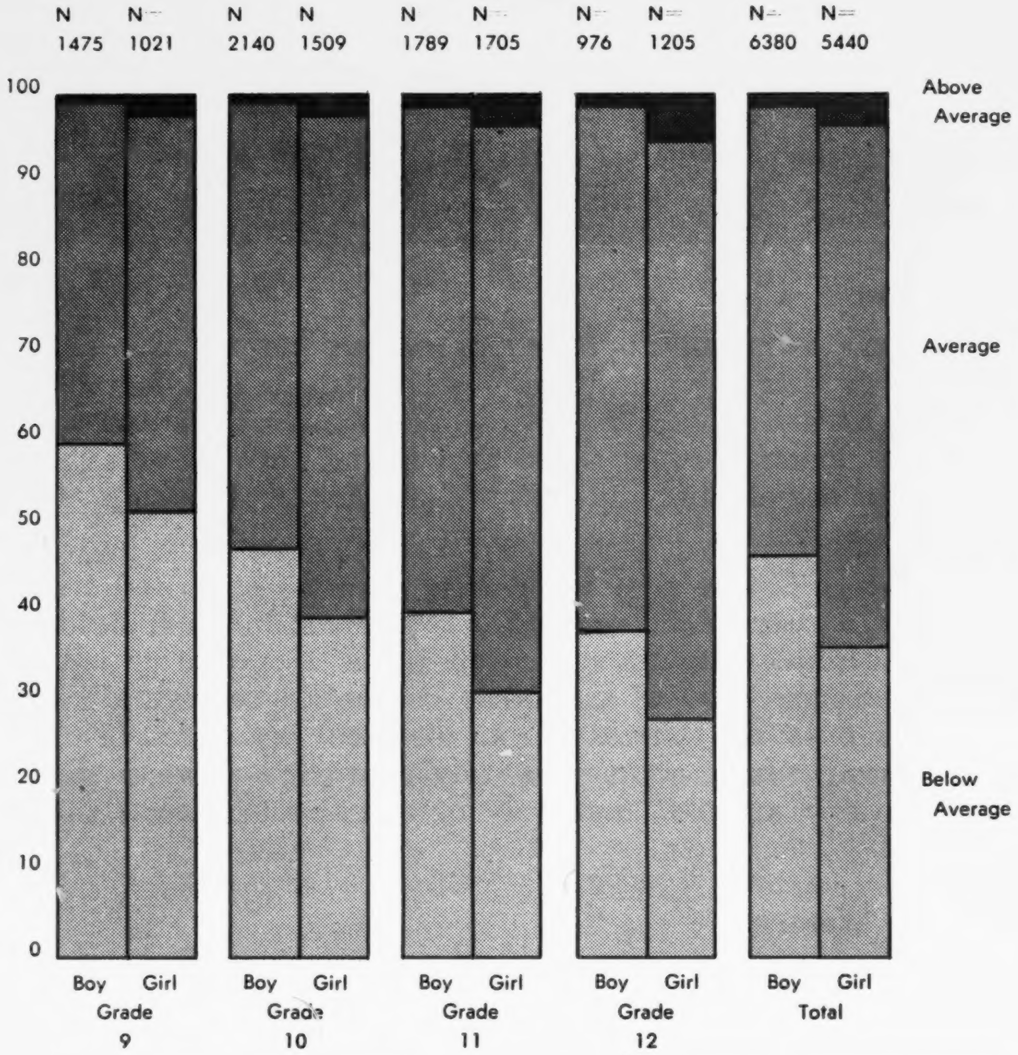
EMOTIONAL MATURITY BY GRADE OF DROPOUT AND SEX

Grade of Dropout	Below Average Number	Below Average Percent	Average Number	Average Percent	Above Average Number	Above Average Percent
9						
Boys	880	59.7	581	39.4	14	0.9
Girls	528	51.7	466	45.6	27	2.7
10						
Boys	1025	47.9	1095	51.2	20	0.9
Girls	578	38.3	894	59.2	37	2.5
11						
Boys	715	40.0	1053	58.8	21	1.2
Girls	525	30.8	1121	65.7	59	3.5
12						
Boys	371	38.0	587	60.1	18	1.9
Girls	330	27.4	812	67.4	63	5.2
All Grades						
Boys	2991	46.9	3316	52.0	73	1.1
Girls	1961	36.0	3293	60.5	186	3.5

As in the case of other characteristics studied, a higher percentage of the early dropouts were rated below average in emotional maturity than those who dropped out of school in grades 10, 11, and 12. As reported in Table 18 and illustrated in Figure 7, 60 percent of the ninth grade boy dropouts were rated below average in emotional maturity, whereas the percentage, though still high, dropped to 38 percent for twelfth grade boy dropouts.

Figure 7

EMOTIONAL MATURITY BY GRADE OF DROPOUT AND SEX



Data describing social maturity so closely approximated emotional maturity that separate discussion is not warranted. The findings are reported in Table 19.

Table 19

SOCIAL MATURITY

Grade of Dropout	Percent Below Average	Percent Average	Percent Above Average	Number
9				
Boys	65.6	32.3	2.1	1479
Girls	53.8	41.8	4.4	1033
10				
Boys	51.1	47.5	1.4	2142
Girls	38.3	57.6	4.1	1515
11				
Boys	40.3	57.9	1.8	1800
Girls	32.1	63.2	4.7	1708
12				
Boys	36.4	60.8	2.8	978
Girls	25.8	67.0	7.2	1212
Total				
Boys	49.2	48.9	1.9	6399
Girls	36.6	58.4	5.0	5468

Implications

A large proportion of the dropouts were judged to be below average in their emotional and social maturity. The condition is most intense among ninth grade dropouts. It is necessary that any attempt of the school to meet the particular needs of those who are emotionally and socially less mature than their peers, be started well before the ninth grade is reached.

The significance of the meaning of emotional and social maturity is dependent upon its manifestation in individual students. Immaturity may have its basis in a wide variety of conditions. Provision of assistance will require individual attention and possibly referral to out-of-school resources. This is an area in which counselors might provide services in the elementary school that may be of value to a great many students.

Physical Maturity

Counselors were asked to make an estimate of the level of the dropouts' physical maturity. Table 20 reports the data obtained. There was little relationship between dropout and lack of physical maturity. Ninety percent of the boy dropouts and ninety-five percent of the girl dropouts were judged to be average or above average in physical maturity.

Table 20

COUNSELOR ESTIMATES OF PHYSICAL MATURITY BY GRADE OF DROPOUT

Grade of Dropout	Percent Below Average	Percent Average	Percent Above Average	Number
9				
Boys	13.9	71.7	14.4	1488
Girls	10.0	69.2	20.5	1045
10				
Boys	10.0	79.0	11.0	2150
Girls	5.3	76.3	18.4	1521
11				
Boys	7.4	80.0	12.6	1805
Girls	5.0	79.5	15.5	1714
12				
Boys	5.4	79.8	14.8	984
Girls	2.6	79.4	18.0	1214
ALL Grades				
Boys	9.5	77.7	12.8	6427
Girls	5.6	76.6	17.8	5494

Implications

If any conclusion is warranted, it would be based on the fact that school officials completing dropout reports believed slightly more dropouts were above average in physical maturity than were judged to be below average in this characteristic. About fifteen percent of all dropouts appeared to their counselors much more adult than their peers. This appearance of maturity may cause expectations on the part of others which these students are unable to fulfill in the school environment.

Leaving school may have been part of an effort to find an environment in which they could better fulfill a self concept based on expectations of others and confirmed by their mirror.

FAMILY BACKGROUND

Economic Status of Parents

Counselors were asked to estimate the economic level of the parents of dropouts. As reported in Table 21, the counselor rated the parents as being above, the same, or below the average economic level of their community. Although 56.4 percent of the families of dropouts were rated as being average for the community, 40.8 percent of the families were rated as being below average. Less than 3 percent of the dropouts came from families rated above average in economic status for the community in question. It also was found that a higher percentage of parents of pupils who drop out of school in grades 9 and 10 are from below average economic level than are the parents of pupils who drop out in grades 11 and 12.

Table 21

FAMILY ECONOMIC STATUS BY GRADE OF DROPOUT

Grade of Pupil Dropout	Percent Below Average Economic Status	Percent Average Economic Status	Percent Above Average Economic Status	Number Reported
9	56.2	42.2	1.6	2,515
10	42.2	55.6	2.2	3,624
11	35.7	61.2	3.1	3,494
12	28.0	67.3	4.7	2,140
Ungraded	69.2	28.2	2.6	39
All Grades	40.8	56.4	2.8	11,812

Table 22 shows a comparison of the family economic status of dropouts in four courses of study. Although the numbers involved are small, the general economic level of the dropouts from an academic course of study was much higher than any other group. In sharp contrast, the economic level of the families of dropouts from slow learning programs was lower than any other group.

Table 22

FAMILY ECONOMIC STATUS BY COURSE OF STUDY

Course of Study	Percent Below Average Economic Status	Percent Average Economic Status	Percent Above Average Economic Status	Number Reported
Vocational	37.4	60.4	2.2	3215
General	42.5	55.1	2.4	7552
Academic	15.5	71.8	12.7	560
Slow Learner	65.0	33.8	1.2	485
All Courses	40.8	56.4	2.8	Total 11812

Occupational Level of Parents of Dropouts

The occupations of parents of dropouts reflect the generally low economic status of the dropout's family. Table 23 shows that over 68 percent of the dropouts had fathers who were en-

Table 23

OCCUPATIONAL LEVEL OF FATHERS

Grade of Dropout	Prof. and Managerial Number	%	Clerical and Sales Number	%	Skilled Number	%	Semi-Skilled Number	%	Unskilled Number	%
9	53	2.5	117	5.6	271	13.1	695	33.6	936	45.2
10	98	3.3	189	9.2	571	27.6	1086	37.0	997	33.9
11	151	5.2	245	8.5	633	22.0	1041	36.1	813	28.2
12	132	7.4	190	10.6	418	23.4	657	36.8	389	21.8
All Grades	434	4.5	741	7.6	1893	19.5	3479	36.0	3135	32.4

OCCUPATIONAL LEVEL OF MOTHERS

Grade of Dropout	Prof. and Managerial Number	%	Clerical and Sales Number	%	Skilled Number	%	Semi-Skilled Number	%	Unskilled Number	%	Homemaking Number	%
9	15	.6	103	4.5	33	1.4	137	6.0	382	16.6	1629	70.9
10	44	1.4	221	6.7	65	2.0	253	7.7	502	15.3	2184	66.9
11	60	1.9	244	7.7	53	1.7	284	9.0	401	12.7	2119	67.0
12	46	2.4	180	9.3	51	2.6	167	8.6	216	11.2	1268	65.9
All Grades	165	1.5	748	7.0	202	1.9	841	7.9	1501	14.1	7200	67.6

gaged in semi-skilled or unskilled work. As dropout occurs in successively higher grades, a decreasing proportion of the fathers were engaged in unskilled work and an increasing proportion were in "white-collar" jobs.

According to dropout reports, about two-thirds of the mothers of dropouts report their occupation as "homemaking." The percent remains relatively constant for dropouts from each of the four years of high school. There is little relationship between a family that includes a working mother and dropout. There is a tendency for the greater number of non-working mothers (70.9%) to occur among the earliest dropouts and a decrease in the percent of mothers who were listed as homemakers among the dropouts from higher grades. Among employed mothers, the occupational levels are similar to those of the fathers.

Educational Level of Parents of Dropouts

The parents of dropouts, like their children, were early school leavers. Table 24 shows the median years of school completed by fathers and mothers of dropouts. Mothers had slightly higher median years of schooling than did fathers. The amount of schooling of both parents increased as youth dropped out at successively higher grade levels. The median of 10.1 years of schooling for parents of all dropouts is appreciably lower than the median of 12.2 years of schooling reported for the general population aged 35 to 44 years.[1]

Table 24

PARENTS' MEDIAN YEARS OF SCHOOL COMPLETED BY GRADE OF DROPOUT

Grade of Dropout	Father	Mother	Fathers and Mothers
9	8.8	9.2	9.0
10	9.6	10.2	9.8
11	10.2	10.6	10.4
12	10.8	11.2	11.0
All Grades	9.9	10.3	10.1

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[1] The Conference Board, "Educational Status of the United States, 1962." **Road Maps of Industry**, Number 1418, 460 Park Avenue, New York 22, N. Y., 1963.

Implications

Apparently the family of the dropout isn't one that places a high value on education. The economic, occupational, and educational levels of the families of dropouts were frequently below that of other families in the community. Under these conditions, it is probable that there was little encouragement from the home for the student to complete school.

Part of the many factors leading to school dropout were outside the scope of the school's influence. While many complete school successfully with little family support, a home that militates against completing school coupled with low ability to achieve satisfactorily in school, provides a set of circumstances in which school dropout seems highly probable. Only extraordinary measures on the part of the school may be expected to prevent such individuals from leaving at the first opportunity.

REASONS FOR LEAVING SCHOOL

School personnel completing dropout forms were asked to indicate reasons for leaving school as given by counselors and by students. Based on the findings of the 1961-62 study, sixteen reasons were listed on the reporting forms. An additional reason, Expulsion, was added because legal exclusion was not included in the 1961-62 definition of dropout. Table 25 presents reasons for dropout as they were expressed by counselors and students. Less than six percent of all the reports of reasons failed to fit into one of the seventeen reasons listed on the reporting forms, so the category "Other" is not included in this analysis.

Reasons have been grouped in the general categories called, 1) Student Ability, 2) Home Centered, 3) Student Adjustment to School, and 4) Student Initiated and Controlled. The writers judged that these categories were descriptive of types of reasons and would provide an added dimension of the locus of the reason relative to student, school, and home.

In the category, Student Ability, the reasons included were those that placed the locus of the cause of dropout in the student and particularly in the inability of the student to perform academic tasks successfully. The five reasons grouped in this general category were: No Longer Profit, Failure, Limited

Table 25

REASONS FOR LEAVING SCHOOL

Reasons		Number of Counselors	Percent of all Counselor reasons	Number of Students	Percent of all Student reasons
No Longer Profit	Boys	230	4.0	187	3.2
	Girls	84	1.7	96	2.0
Failure	Boys	553	9.5	393	6.8
	Girls	230	4.7	177	3.7
Limited Ability	Boys	572	9.8	116	2.0
	Girls	285	5.9	53	1.1
Overage for Class Level	Boys	372	6.4	462	8.0
	Girls	213	4.4	232	4.9
School Program Does Not Meet Needs	Boys	227	3.9	72	1.2
	Girls	92	1.9	48	1.0
Category—Student Ability	Boys	1954	33.6	1230	21.2
	Girls	904	18.6	606	12.7
Support Family/Work at Home	Boys	117	2.0	229	4.0
	Girls	174	3.6	324	6.8
Parental Pressure	Boys	72	1.2	29	.5
	Girls	85	1.7	46	1.0
Family Conflict	Boys	290	5.0	108	1.9
	Girls	199	4.1	100	2.1
Category—Home Centered	Boys	479	8.2	366	6.4
	Girls	458	9.4	470	9.9
Dissatisfied with School Progress	Boys	376	6.5	466	8.1
	Girls	164	3.4	204	4.3
Dislike School	Boys	772	13.3	1168	20.2
	Girls	420	8.6	534	11.2
No Desire to Learn	Boys	511	8.8	231	4.0
	Girls	239	4.9	75	1.6
Unable to Adjust to School	Boys	457	7.9	177	3.1
	Girls	188	3.9	75	1.6
Expulsion or Court Exclusion	Boys	368	6.3	355	6.2
	Girls	72	1.5	73	1.5
Category—Adjustment to School	Boys	2484	42.8	2397	41.6
	Girls	1083	22.3	961	20.2

Table 25 (Cont'd.)

REASONS FOR LEAVING SCHOOL

Reasons		Number of Counselors	Percent of all Counselor reasons	Number of Students	Percent of all Student reasons
Armed Forces	Boys	544	9.4	1191	20.6
	Girls	2	0.0	5	0.1
Marriage—Support Husband/Wife	Boys	159	2.7	172	3.0
	Girls	1309	26.9	1576	33.2
Personal Financial Need	Boys	189	3.3	415	7.2
	Girls	116	2.4	246	5.2
Pregnancy—Not Married	Boys	Not Applicable			
	Girls	995	20.4	886	18.7
Category—Student Initiated and Controlled	Boys	892	15.4	1778	30.8
	Girls	2422	49.7	2713	57.2
All Reasons	Boys	5809	100.0	5771	100.0
	Girls	4867	100.0	4750	100.0

Ability, Overage for Class Level, and School Program Does Not Meet Needs.

The second general category was referred to as Home Centered. This group of reasons fell outside the responsibility of both the student and the school and within the scope of effects attributed to the home. There were three reasons in this category: Support Family or Work at Home, Parental Pressure, and Family Conflict.

The third group of reasons made up a category called Student Adjustment to School. The locus of the cause of dropout rested primarily in the attitude or behavior of the youth. Five reasons were judged to meet this requirement: Dissatisfied with School Progress, Dislike School, No Desire to Learn, Unable to Adjust to School, and Expulsion or Court Exclusion.

The final category was made up of those reasons referred to as Student Initiated and Controlled. In this group, reasons were reported that apparently were based upon decisions made by students that required that they leave school. Rather than reasons for leaving school, this category reports the future plans of students. There were four reasons given: Armed Forces, Marriage or Support Husband/Wife, Personal Financial Need, and Pregnancy-not Married.

Table 25 reports the number of times a reason was selected by counselors and students. From these numbers, the percent of times each reason was selected by counselors and by students was computed. This percentage provides an indication of the relative importance of reasons to counselors and students. By combining percentages within categories, the relative importance of categories was also determined.

Table 26 shows the percent of counselors and students who agreed on the reason for dropout. Reference will be made to both relative importance and counselor-student agreement in the following discussion. The discussion is organized by the broad categories believed to be descriptive of the locus of reason for dropout.

The first category, Student Ability, accounted for 33.6 percent of the counselor reasons for dropout by boys and 18.6 percent of the counselor reasons for dropout by girls. The higher percentage of boys in this category is consistent with information that more boy than girl dropouts had low tested scholastic aptitude (Tables 5 and 10). About one-third fewer students than counselors chose reasons that suggested they were unable to perform satisfactorily in school. According to Table 26, the greatest percentage of agreement was related to being overage for grade with over half the students and counselors who gave this reason in accord.

Among counselors, the two most frequently selected reasons reported for dropout were "Limited Ability" and "Failure." The Dropouts were most likely to select "Overage for Class Level" and "Failure" as their reasons in this group. Although "Limited Ability" was most often given as a reason by counselors, it was one of the reasons least often given by students. This difference is also shown in the low percentage of student-counselor agreement. Apparently this reason poses too much threat for the person leaving school.

The second category, Home Centered, included less than ten percent of the reasons given by boys, girls, and counselors. Dropouts were somewhat more likely than counselors to indicate they were leaving school to "Support Family/Work at Home."

Table 26

COUNSELOR-STUDENT AGREEMENT ABOUT REASONS FOR DROPOUT

Reasons		Total Counselors and Students Choosing Reasons	Total Counselors and Students Agreeing on the Reason	Percent Counselor-Student Agreement
No Longer Profit	Boys	417	154	36.9
	Girls	180	62	34.4
Failure	Boys	946	416	44.0
	Girls	407	194	47.7
Limited Ability	Boys	688	176	25.2
	Girls	338	90	26.6
Overage for Class Level	Boys	834	470	56.3
	Girls	445	284	63.8
School Program Does Not Meet Needs	Boys	299	62	20.7
	Girls	140	42	30.0
Category—Student Ability	Boys	3184	1278	40.1
	Girls	1510	672	44.5
Support Family/Work at Home	Boys	346	196	56.6
	Girls	498	308	61.8
Parental Pressure	Boys	101	32	31.7
	Girls	131	54	41.2
Family Conflict	Boys	398	152	38.2
	Girls	299	150	50.2
Category—Home Centered	Boys	845	380	45.0
	Girls	928	512	55.2
Dissatisfied with School Progress	Boys	842	296	35.1
	Girls	368	138	37.5
Dislike School	Boys	1940	828	70.9
	Girls	954	498	52.2
No Desire to Learn	Boys	742	228	30.7
	Girls	314	110	35.0
Unable to Adjust to School	Boys	634	186	29.3
	Girls	265	74	28.1
Expulsion or Court Exclusion	Boys	723	612	89.6
	Girls	145	126	86.9

Table 26 (Cont'd.)

COUNSELOR-STUDENT AGREEMENT ABOUT REASONS FOR DROPOUT

Reasons		Total Counselors and Students Choosing Reasons	Total Counselors and Students Agreeing on the Reason	Percent Counselor-Student Agreement
Category—Student Adjustment to School	Boys	4881	2150	44.0
	Girls	2044	946	46.3
Armed Forces	Boys	1735	1062	61.2
	Girls	7	—	—
Marriage—Support Husband/Wife	Boys	331	288	87.0
	Girls	2885	2558	88.7
Personal—Financial Need	Boys	604	274	45.4
	Girls	362	186	51.4
Pregnancy—Not Married	Boys	Not Applicable		
	Girls	1881	1716	90.2
Category—Student Initiated and Controlled	Boys	2670	1624	60.8
	Girls	5135	4460	86.9
All Reasons	Boys	11580	5432	46.9
	Girls	9617	6590	68.5

Counselors were more likely than students to choose the reason "Family Conflict" in this group. According to Table 26, about half the counselors and dropouts agreed in this general category. Differences in point of view seemed to be related to personal involvement. Counselors were able to report "Family Conflict" without any reflection upon themselves. Dropouts, on the other hand, may find themselves confined by family loyalty to the most acceptable reason, "Support Family/Work at Home."

The third category, Student Adjustment to School, was selected by about twice as many boys as girls. Among both boys and girls, the most frequently indicated reason for dropout given by both counselor and student was the statement "Dislike School." While there was high agreement between counselors and dropouts in the selection of this reason, it was most frequently chosen by boys. About one-fifth of all boys reporting reasons for leaving indicated "Dislike School."

Counselors also frequently chose "No Desire to Learn" and "Unable to Adjust to School" as reasons for leaving. The dropout least frequently selected these same reasons. Apparently the locus of responsibility as seen by the counselor is a failure of the student, while the student is more likely to choose the more blameless reasons of "Dislike School" or "Dissatisfied with School Progress."

The final category, "Student Initiated and Controlled," was the most frequently indicated group of reasons for leaving school attributed to and given by girls. Over half the girl dropouts and nearly half the girls' counselors indicated the reason for leaving to be either "Pregnancy-Not Married," or "Marriage-Support Husband/Wife." Table 26 shows that nearly 90 percent of the counselors and girls who gave these reasons were in agreement.

The most frequently chosen reason for leaving school given by boys also fell in this category. The reason was "Armed Forces" which was given by 20 percent of the boys. Only 9 percent of the counselors chose this reason. Nearly all the counselors who chose the reason agreed with the boys. The percent of agreement was 61 percent.

Table 27 shows the median IQ of dropouts according to the reason for leaving reported by counselors. The median IQ of those reported leaving for different reasons varied significantly from the IQ of the total dropout population. A Chi Square test was used to establish differences at or below the .05 level. All median IQ's in the category Student Performance were significantly lower than the median IQ's of the total dropout population. The median IQ's of all of the boys in the category, Student Adjustment to School, were significantly above the median IQ of the male dropout population. The girls in this category did not differ in tested ability from the total population.

Girls who left because of Pregnancy-Not Married or Marriage-Support Husband/Wife had a much higher median IQ than the general female dropout population ($P<.001$). Boys who were described as planning to enter the Armed Forces

Table 27
MEDIAN IQ AND COUNSELOR REASON

Student Ability		Median IQ
No Longer Profit	Boys	78.5*
	Girls	77.2*
Failure	Boys	86.8*
	Girls	87.3*
Limited Ability	Boys	77.6*
	Girls	77.7*
Overage for Class Level	Boys	88.6*
	Girls	84.3*
School Program Does Not Meet Needs	Boys	84.8*
	Girls	87.4*
All Reasons: Student Ability	Boys	82.4*
	Girls	82.2*

Student Initiated and Controlled		Median IQ
Armed Forces	Boys	93.2*
	Girls	no data
Marriage-Support Husband/Wife	Boys	91.6
	Girls	96.1*
Personal Financial Need	Boys	90.0
	Girls	88.2
Pregnancy-Not Married	Boys	no data
	Girls	95.1*
All Reasons: Student Initiated and Controlled	Boys	92.4*
	Girls	95.5*

Home Centered		Median IQ
Support Family/work at Home	Boys	89.4
	Girls	91.6
Parental Pressure	Boys	92.0
	Girls	93.3
Family Conflict	Boys	96.6*
	Girls	97.1*
All Reasons: Home Centered	Boys	93.4*
	Girls	94.2*

Student Adjustment to School		Median IQ
Dissatisfied with School Progress	Boys	92.3*
	Girls	91.2
Dislike School	Boys	92.0*
	Girls	92.0
No Desire to Learn	Boys	93.3*
	Girls	92.8
Unable to Adjust to School	Boys	93.9*
	Girls	92.8
Expulsion or Court Exclusion	Boys	94.2*
	Girls	93.0
All Reasons: Student Adjustment to School	Boys	93.0*
	Girls	92.2

*Significant at .05 level.

were also higher in median IQ than the male dropout population ($P<.001$).

Implications

The expression of reason for dropout does not establish causality. At best, certain of the reasons express student and counselor perceptions of causality. Among students there was a strong preference for reasons that expressed what they were going to do after leaving school rather than why they were leaving. Counselors tended to see the reason for leaving as related to the student's lack of scholastic aptitude or inability to adjust to school.

It is probable that leaving school was due to a complex of reasons. The relative absence of threat in the reasons given at the time of leaving school determined the reason selected as the main one for dropout. So, school personnel tended to express reasons that place responsibility with students and their families. Students were more likely to report as a reason what they were going to do rather than why they were leaving.

Because of the role involvement of the dropout and school personnel, it is difficult to gain expressions that may be related to causality in the reasons as expressed by the two groups. A more extensive list of reasons with allowance for the selection and ranking of many reasons may have provided a slightly better understanding than was obtained. However, the difficulty in evaluating such multiple expression of reasons makes its value questionable because much of the criticism is due to role identification and its effect on perception would still apply.

If the counselor's expression of reason for dropout is an objective evaluation of why boys and girls left school, it is apparent that low academic aptitude was an important factor for about one-third of the boys and one-fifth of the girls. The remaining dropouts left for reasons that were related either to personal adjustment or out-of-school influences. Curricular changes will not provide the solution to the problems causing dropout by many youth. The problems are personal, social, and economic, requiring a far broader approach than the school alone can achieve.

Table 28

THE FUTURE PLANS OF BOY AND GIRL DROPOUTS

Grade of Dropout	Definite Job Percent	Trade School Percent	Marriage or Have Baby Percent	Military Service Percent	Seek Job Percent	Undecided	Total Number
9							
Boys	42.3	1.3	0.3	13.8	22.7	19.6	1501
Girls	28.5	2.0	37.1	0.3	10.2	21.9	1046
10							
Boys	33.0	1.0	0.3	28.9	18.7	18.1	2163
Girls	24.0	2.8	42.2	0.2	11.6	19.2	1517
11							
Boys	27.8	1.8	0.8	32.9	21.3	15.4	1822
Girls	19.9	3.1	51.5	0.3	9.8	15.4	1690
12							
Boys	25.3	1.4	1.3	33.6	21.0	17.4	974
Girls	10.0	1.1	61.9	0.3	10.7	16.0	1164
ALL Grades							
Boys	32.5	1.4	0.6	27.2	20.7	17.6	6460
Girls	20.6	2.4	48.3	0.3	10.6	17.8	5417

FUTURE PLANS OF DROPOUTS

Although a majority of the dropouts indicated they had definite plans of what they would do after leaving school, over one-third did not have such plans. Table 28 shows that about 38 percent of the boys and 28 percent of the girls indicated they were either going to leave school to look for a job or were undecided about what they would do after dropping out. This represents a large number of school leavers who have no direction for their lives. According to Table 29, one resource that could have had value was seldom used. Of 8,799 dropouts for whom the item was completed, only 577 (6.6%) indicated they had been counseled by the Ohio State Employment Service.

Table 29

DROPOUTS COUNSELED BY THE OHIO STATE EMPLOYMENT SERVICE

Grade of Dropout	Counseled by OSES Number	Percent	Number of Item Responses
9			
Boys	69	6.1	1139
Girls	29	3.6	814
10			
Boys	80	5.0	1589
Girls	38	3.4	1108
11			
Boys	111	8.1	1366
Girls	55	4.5	1220
12			
Boys	123	17.3	712
Girls	72	8.5	851
All Grades			
Boys	383	8.0	4806
Girls	194	4.9	3993
Total	577	6.6	8799

According to Table 28, the proportion of boys and girls who planned to go to work upon leaving school, decreased with an increase in the number of grades completed prior to dropout. The proportion of boys who entered the military service and girls who left school to marry and/or have a baby increased with each successive year of high school. Those who were leaving school planned to take on adult responsibilities.

Implications

The tendency toward increasing proportions of girls marrying and boys entering the military service in successive grades suggests that for school leavers from the upper grades, larger proportions are taking steps that involve leaving home. This, taken with the tendency for dropouts from the upper grades to exhibit academic characteristics approaching those of graduates, suggests that many of those who leave from the upper grades may be "dropping out" of their homes. Leaving school is a necessary action in order to accomplish leaving home.

Of great concern was the number of boys and girls who left school and were either looking for a job or were undecided about what they would do after leaving school. This is of particular concern for the 9th and 10th grade dropouts since the data in this study show that these boys and girls are probably less well prepared to enter the competitive adult world of work, have less to offer, and will have a harder time finding a job than those who drop out at a later grade.

Data published by both Federal and State Government Agencies indicate that there is increasing unemployment among teenagers. Also the length of time a 16 or 17 year-old holds a permanent job is often quite short. With the increasing number of teenagers entering the labor market including an increasing proportion of high school graduates, the future plans of boys and girls who choose to leave school become increasingly significant. An increasing trend in the number of unemployed youth is a serious social situation which involves not only the schools but all other community agencies.

The large number of dropouts who indicate no specific plans for themselves after leaving school, further suggests that the schools should work closely with community agencies and institutions which can be of value to such dropouts. If the data relative to the Ohio State Employment Service are indicative of the use made of such resources, the schools have a great untapped source of help that may improve the prospects of individuals planning to leave school.

ACTIVITIES OF DROPOUTS

Youth who dropped out of school were infrequently involved in school activities. Table 30 shows nearly 90 percent of the ninth grade dropouts and half of the twelfth grade dropouts were engaged in no activities. Girls, more frequently than boys, were involved in activities at all grade levels. The longer both boys and girls remained in school, the greater the proportion who were involved in one activity, two activities, and three or more activities.

Table 30

PARTICIPATION IN SCHOOL ACTIVITIES BY BOY AND GIRL DROPOUTS

Grade	No Activities		One Activity		Two Activities		Three or More Activities		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Total
9									
Boys	1354	88.3	152	9.9	26	1.7	2	.1	1534
Girls	920	84.8	140	12.9	20	1.8	5	.5	1085
10									
Boys	1757	80.3	329	15.0	80	3.7	21	1.0	2187
Girls	1106	70.7	319	20.4	104	6.6	36	2.3	1565
11									
Boys	1299	70.4	395	21.4	108	5.9	44	2.3	1846
Girls	956	55.4	469	27.2	188	10.9	111	6.5	1724
12									
Boys	580	58.8	248	25.1	96	9.7	63	6.4	987
Girls	484	40.4	328	27.4	197	16.4	190	15.8	1199
ALL Grades									
Boys	4990	76.1	1124	17.2	310	4.7	130	2.0	6554
Girls	3466	62.2	1256	22.5	509	9.1	342	6.2	5573

Implications

The relationship between lack of participation in school activities and school dropout seems very clear. How meaningful these data are is obscured somewhat by lack of information on how many students who do not drop out are involved in school activities. It is the belief of the writers that lack of participation in activities may indicate low interest in the program of the school on the part of the dropout.

EXIT INTERVIEW

The data in Table 31 are based on the official title of the school personnel who held exit interviews and who completed the dropout report. Frequently these were not the same person. While 90 percent of the dropout report forms were completed by counselors, only 46 percent of the dropouts were interviewed by counselors. About 20 percent of those who dropped out had no interview upon leaving school. Twenty-two percent had their exit interview with the principal and the remaining 11 percent with some other staff member. While the "other" category was usually not identified, in some instances it was described as the secretary or clerk of the high school.

Table 31

SCHOOL PERSONNEL WHO INTERVIEWED THE DROPOUT AND WHO COMPLETED THE REPORT

School Official Who Interviewed the Dropout	Number	Percent
Counselor	5,486	46.3%
Principal	2,694	22.7%
Other	1,267	10.7%
None	2,397	20.3%
Total for whom Item was completed	11,844	100.0%

School Official Who Completed the Report	Number	Percent
Counselor	10,866	89.9%
Other	1,220	10.1%
Total for whom Item was completed	12,086	100.0%

Implications

The data indicate that although nine tenths of the dropout reports were completed by counselors, less than half of the dropouts had an exit interview with a counselor prior to dropout. This implies that in many schools one or more of the following conditions exists:

1. Counselors are not normally involved with dropouts; they are involved in this instance only because of the statewide study.
2. The attitude toward dropouts is one that permits their being handled as a routine activity without benefit of counseling.
3. The counselor's role is seen as that of coordinator-researcher-clerical worker rather than one whose primary purpose is that of counseling youth.

Not shown by the data reported in Table 31 is the fact that different dropouts may be treated differently in the same school. For example, dropout cases which require disciplinary or court action may involve the principal, visiting teacher or attendance officer; those involving pregnancy may be quietly processed without student interview, and certain others may receive intensive counseling and referral. Regardless of these variations in methods or procedure, the important thing is that planned purposeful attention be given to each individual case on the basis of its specific nature and that adequate counseling service be provided.

Chapter III

CONCLUSIONS AND RECOMMENDATIONS

The present study is the second of two extensive surveys of Ohio high school dropouts. A major function of these two studies has been to learn more about persons who drop out of Ohio High Schools. It is believed that, through better understanding of these individuals, it may be possible to identify the potential dropout more accurately and to provide a program in which he can participate more effectively.

The findings in the present study confirm those of the earlier study.[1] Because of this, a number of the conclusions and recommendations are identical to those of the pilot study. Changes that appear have resulted chiefly from more extensive analysis of data.

CONCLUSIONS

There is no single characteristic or pattern of characteristics which describe all dropouts or identify all potential dropouts. However, in this study, varying combinations of a number of identifiable characteristics have appeared to be related to dropping out of school. The characteristics in question include low marks, low scholastic aptitude and reading test scores, being overage for grade, poor behavior, poor attendance, low counselor estimate of emotional and social maturity, and family background which includes below average economic status, failure of parents to complete high school, and the employment of the father as an unskilled or seim-skilled worker. It is the belief of the writers that the significance of this information is limited by lack of data describing the total high school population. If such data were routinely maintained for all students in the school, a base would be available for the quantitative evaluation of differences between dropouts and nondropouts. The base data would also be useful for the study of such other groups as the college bound, vocational students, and the physically handicapped.

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[1] Nachman, op. cit., pp. 39-44.

Another phenomenon which appeared related to dropping out of school was the existence of a pattern of deterioration with respect to marks received and attendance and discipline problems exhibited as the future dropout progressed through school. While the number, especially among those for whom attendance and discipline were reported to be a matter of concern, constituted a minority of the total dropout population, it was a large minority.

The number and intensity of dropout characteristics possessed by any dropout seems to be related to the grade level at which he leaves school. In the present study, it was observed that pupils who left during the ninth and tenth grades possessed a combination of the above mentioned characteristics which was greater in number and degree than was true of the eleventh and twelfth grade dropouts. In other words, it appears that pupils who possess a large number of the identifiable characteristics related to dropout tend to leave school as soon as it is legally possible to do so, while the decisions of the eleventh and twelfth graders to drop out appears to be based on a less complex combination of factors. This points to the need for greater action on the part of school personnel at the elementary and junior high school levels to prevent the formation of patterns of behavior that lead to early high school dropout.

The characteristics associated with the dropout population are such that most of these individuals are unable to experience satisfaction in school. The reports indicated their scholastic, social, and economic levels were below those of the general school population. Low scholastic aptitude resulted in many being required to repeat grades. Thus, many who became dropouts were older, less competent academically, and at a disadvantage socially and economically in comparison with their classmates. They rarely participated in school activities. Even before they actually withdrew from school, they were not involved in the school program in a way that provided satisfaction. When those who dropped out of school were asked why they were leaving, they usually gave reasons that indicated a belief that their action would lead to self-improvement. Boys were leaving to go to work or to enter the military service. Girls planned to get married, have a baby, or get a job. Thus, most of these dropouts reported that they were taking a step toward independence in an adult world. Teachers' marks, test scores, and counselors' estimates of their maturity, however, all indicated that dropouts were less ready for adult life than most of their classmates who remained in school.

The reason for leaving school given by the dropout was usually not supported by either his school record or the opinion of his counselor. These somewhat more objective sources indicated that the dropout was motivated by a desire to escape an unpleasant situation. He had been faced with failure, poor achievement, inability to behave satisfactorily and/or was older than his classmates. He had done little that brought him praise and much that had been judged inadequate. It is understandable that getting out of school seemed attractive to him. Remaining in school just for the sake of staying in school promised more unhappiness and no guarantee of the eventual reward—a diploma—a ticket into the world of work. For those who remained, the motivation to succeed apparently was greater than the desire to escape. For those who left school, guidance and counseling may have provided valuable services by assisting the youth who planned to leave school to examine their reasons for leaving; to study the consequences of their action; to learn about school and community resources which may have helped them; and to search for alternatives to leaving.

By the time a pupil has reached the decision to leave, the school has missed its best opportunities to help him by early attention to the problems which eventually motivate him to action. Thus, the need for identification and help at the elementary level is reinforced. However, for those who do reach the point of decision to drop out, the motivation behind the decision may provide the impetus which will make guidance and counseling of special value to him. Unfortunately, the number of personnel with sufficient time and training to perform this service is often inadequate.

It is probable that, for most dropouts, the act of leaving is the conjunction of a previously existing motivation to leave and the ability to qualify for exemption from compulsory school attendance. Programs, instituted to solve problems that result in pupils dropping out of school, should be offered long before leaving school is perceived by them as the way out. Remedial assistance, special education, counseling, parental involvement, and non-school resources should be utilized whenever appropriate to assist young people as soon as they need help. This applies throughout the entire school program.

RECOMMENDATIONS

There are three general areas of activity to be considered by any school in its attack on the dropout problem. First, the school must identify the nature and the extent of the problem and the students who are most likely to become dropouts. Second, the school must examine itself to determine the adequacy of existing programs and services and the need for modification or additions. Finally, the school must identify and utilize its resources in the community which can supplement the efforts made within the school program. Although numbered in sequence, the following recommendations are grouped according to the three categories listed above.

1. The extent to which dropping out of school is a problem in the local community should be studied to determine the need for action. Schools with a low dropout rate should study local trends for indication of change. Population mobility may introduce families into the school district who hold education in low esteem. Economic or employment changes may create a community climate that is more conducive to dropping out of school. Maintaining a regular record of dropout rates will serve to warn the school in time to plan programs to meet changing needs.
2. Data descriptive of students at all grade levels should be obtained. These data should provide a base from which the deviation of populations, such as dropouts, may be observed. Such characteristics as IQ, reading level, teachers' marks, referral for disciplinary reasons, frequency of absence, number of repeated grades, average age in grade, educational, occupational, and economic level of families, and participation in in-school and out-of-school activities should be available for every grade.
3. Comparisons of the characteristics of individuals who drop out of school with those who graduate should provide the basis for identifying other students who will be likely to leave school before graduation.
4. Records should be maintained that provide the informa-

tion necessary to accomplish the objectives implied in the preceding three sections.

   a. Pertinent information concerning pupils should be reported during all twelve years of school and should accompany them throughout their school program.
   b. When a pupil transfers to a different school, sufficient information should accompany him to assist the new school in understanding and meeting his needs.
   c. Records should be examined periodically to alert school personnel to individuals who are experiencing difficulties that may lead to dropout, in order that early effort may be made to provide assistance.

5. Follow-up of school leavers should be undertaken. This should include both dropouts and graduates. To be of much value, a great deal of effort must be expended to get complete information. It may be advisable to utilize sampling techniques and to collect data in a form appropriate for electronic processing. An effort should be made to enlist the cooperation of community institutions, agencies, or service groups to assist in the collection of data.
6. Attendance and pupil accounting policies and practices should be reviewed and strengthened as necessary to insure that adequate information is maintained concerning all school leavers.
   a. All pupils who transfer out of the school district should be followed up to determine whether or not they enter school in the new community. In large cities, such procedures are also needed for transfers within the school system. Receiving schools should notify sending schools of the entry of students. This may avoid a great deal of searching.
   b. Beginning-of-the-year registration should be compared with end-of-the-previous-year registration on an individual basis to determine if all students have returned to school.
   c. Communication should be maintained with all public and non-public feeder schools to insure identification of all who should be enrolling in high school for the first time.

   d. All students who leave school under the legal school-leaving age should be followed up to insure that they either continue to meet the requirements of Ohio law or return to school.

   e. Qualified school personnel should be employed during the summer months to insure (1) the collection of essential data on those seeking work permits and (2) the collection and disbursement of appropriate information concerning transfers.

7. Curriculum should be studied and modified as necessary to meet the needs of all students with respect to courses offered, content, and method of presentation.

   a. Provisions should be made at the elementary level for remedial and developmental programs of instruction for those whose basic learning skills show signs of dropping below the level necessary for academic success. Students so identified should be given instruction by specially qualified teachers to help improve basic skills and motivation.

   b. Provisions should be made for secondary course offerings to meet the varying needs of the student body, including work-study units in special education, occupational training, and group guidance, as well as the more widely available academic and vocational programs.

   c. School policies related to repeating grades should be reviewed. Evidence indicates that most dropouts have repeated one or more grades. It is doubtful that mere repetition of course work has value in preventing ultimate dropout.

   d. Special programs should be offered to help students who are overage in grade to catch up with their age mates. Small group instruction, independent study, programmed instruction, and summer programs should be used to accomplish this objective.

8. The school should make every effort to organize the program of co-curricular activities so that each student is involved in some activity that has interest for him and in which he can be successful. Activities should be designed to include those who, because of social, econ-

omic, or scholastic disadvantage do not actively participate in the usual school program.

9. Services supplementing the instructional program should be available to assist students to make the fullest use of their educational opportunities.
    a. Guidance, counseling, psychological services, and special education programs should be made available throughout the twelve years of schooling.
    b. The highest incidence of dropout occurs during and following the summer vacation and the second highest number of dropouts follows the winter vacation. Guidance and counseling services for those identified as potential dropouts should receive emphasis during and just ahead of these times.
    c. An effort should be made to encourage school leavers, both dropouts and graduates, to maintain contact with the school counselor.
10. Schools should do all possible to improve the educational level of those who have dropped out of school. This may be done by providing programs designed for older youth and adults who wish to secure further training, either toward graduation or to enhance their opportunities for employment or advancement. In some instances, the conditions in the home or the community that caused dropout may change or be outgrown, motivating the dropout to return to school to complete his education.
11. Schools should maintain close relationship with community agencies that may serve to alert them to students who may need special assistance during times of difficulty at home. The community agencies and institutions may also serve a consultative function in determining what to do in the school. Among such resources are the welfare agencies, charitable institutions, churches, synagogues, the State Employment Service, courts, and community health services.
12. Representatives of schools and employers should work together toward the goal of assisting each youth to reach his fullest potential. To achieve this goal, school personnel should cooperate with employers in (1) studying the relative success of graduates and dropouts in various

kinds of work and (2) determining needs for and establishing work-study programs acceptable to both the employers and the school.

13. A relationship exists between the occupational, economic, and educational level of parents of dropouts and the length of time the dropout attends school. The involvement of parents in dropout necessitates that the school make an effort to reach into the families of students who are potential dropouts in order to help family members understand the values of education; to get their ideas on program needs; to promote the development of positive attitudes toward education; and to help parents understand and appreciate the sincere concern the school has for the future of their children.

14. Schools should identify and establish working relationships with community sources which may provide specialized services that either (1) help students find ways or reasons to stay in school, or (2) assist those who cannot be encouraged to stay in school to develop the best possible course of action, including work and further study.

    a. The school should maintain information concerning agencies, service clubs, religious and fraternal organizations, or professional associations, to which parents who have troubled boys and girls may be referred for specialized assistance.

    b. Appropriate community groups should be encouraged to develop special services to help youth meet problems which may lead to dropout. Such activities might include volunteer tutors, part-time employment service, big brother programs, and the like. Existing services of this nature should be fully utilized.

    c. Information should be maintained concerning training opportunities in trade and technical schools, public adult education programs, evening high schools, and other programs. School leavers should be encouraged to make appropriate use of these resources.

    d. All school leavers should be made aware of services provided by the Ohio State Employment Service, both in finding work and in apprising youth of

the nature of existing or anticipated job opportunities and training requirements.

SUMMARY

Dropout has the locus of its cause in one or more of five sources. First, there are the characteristics of the youth. These characteristics have been the primary concern of the preceding study. They are to two general types; (1) those that lead to academic failure and (2) those that lead to social failure. Students who either lack the aptitude to perform school tasks or have not gained the necessary learning skills will not be able to perform in a way that provides satisfaction. Students whose home social experience has taught them behavior and attitudes that are not compatible with the school environment, will find it an uncomfortable place.

The second locus of cause of dropout is in the reaction of the school toward those who are unable to achieve success. When the school is hostile, indifferent, or too busy to help those who experience failure, the thought of leaving school before graduation is reinforced. The school that has many who have the academic and social characteristics related to dropout will have the most harrassed and over-worked staff. It is the one most likely to encourage those who are unsuccessful in school to leave.

The third locus of cause of dropout is in the home of the youth. For some youth this environment is one from which their greatest wish is to escape. The armed forces, a job, or marriage may be seen as providing an opportunity to attempt to start a happier home. Combine an unhappy home, failure in school, and a hostile school environment and dropout becomes quite probable.

Fourth, communities may have available opportunities for employment for those who have not completed their education. Some employers can use young people with little training who are willing to work for low wages. This presents an inviting prospect to some youth. A weekly pay envelope containing $40.00 seems like a great deal of money to a person who has never before had that much money to spend in a month. It is true that such jobs are usually short-lived and provide hardly enough money to support one person, let alone a family.

But when the previously mentioned characteristics of the individual come into conjunction with the unfavorable conditions in the school and home, the long-range reality of the opportunity is difficult to see. Besides, in such a community there are many others who have left school and are getting along.

Finally, there are times when historic events have encouraged leaving school. Over the years, more and more youth have been encouraged to complete high school. Appendix E shows that from 1938 until 1963, holding power of Ohio Schools has increased from 46.4 percent to 70.2 percent. The increase has been steady except during years when the United States was engaged in a war. During World War II there was a decrease in holding power and during the Korean Conflict holding power remained nearly constant. The need for servicemen or defense workers contributes to dropout through providing both opportunities for youth and social approval for those who leave school to serve their country.

It is believed that the chief contribution of the schools to decreasing the number of youth who drop out of school is in assisting more youth to attain success in school. This implies helping those who are not working up to capacity to overcome their blocks to success. It further implies the need to develop programs for those who are not capable of success in traditional educational programs so that they too may take their places as worthy participants in our adult society.

The school is not empowered to change homes, communities, and history except through the evolution that results from the development of more capably self-directing adults. The school may cooperate with agencies functioning in society to improve homes and communities, but its influence will be indirect. In contrast, efforts that enable youth to achieve success in school will be rewarded with a harvest of future families that value and encourage education among their children—a harvest infinitely more valuable than the investment required to attain it.

APPENDIX A

A STUDY OF DROP- OUTS IN OHIO PUBLIC SCHOOLS
Ohio State Department of Education
Division of Research and Division of Guidance and Testing
Individual Data: **FORM C** 1962-63

CODE

C	D	T	School #	
Dept. Use Only				

A
Identification

District Name ____________ C 1 V 2 L 3 County ____________

School Name ____________

Pupil Name ____________ Date of Birth: Yr. ☐☐ Mo. ☐☐

Race: Caucasian 1 Negro 2 Other 3 Sex: Male 1 Female 2

Present Grade ☐☐ Date of Drop-Out: Year ☐☐ Month ☐☐

B
Course of Study

Vocational 1 General 2 Academic 3 Slow Learner 4

C
Absence

Average days per year:
Elementary 1-6: 1-10 Days 1 11-20 Days 2 21-30 Days 3 31-40 Days 4 41-More 5
Secondary 7-present: 1-10 Days 1 11-20 Days 2 21-30 Days 3 31-40 Days 4 41-More 5

D
Activities

Number of activities: One 1 Two 2 Three 3 Four 4 Five or More 5 None 0

E
Disciplinary Record

Discipline problems occurred:
Elementary 1-6: Rarely 1 Occasionally 2 Frequently 3
Secondary 7-present: Rarely 1 Occasionally 2 Frequently 3

F
Developmental Levels

Emotional Maturity: Below Average 1 Average 2 Above Average 3
Physical Maturity: Below Average 1 Average 2 Above Average 3
Social Maturity: Below Average 1 Average 2 Above Average 3

G
Pupil Background

Is a broken home a factor in this case? Yes 1 No 2
[illegible]g with: Both Parents 1 Father 2 Mother 3 Relative 4 Foster 5 Other 6

H
Parents Economic Status

Below Average 1 Average 2 Above Average 3

I
Parent Background

Parent Education Highest Grade Level Completed Grade	Mother	Father	Parent Occupation	Mother	Father
1-6	1	1	Professional	1	1
7	2	2	Mgr. & Semi-Prof.	2	2
8	3	3	Clerical	3	3
9	4	4	Sales & Services	4	4
10	5	5	Agriculture	5	5
11	6	6	Skilled	6	6
12	7	7	Semi-Skilled	7	7
Attended College	8	8	Unskilled	8	8
Graduated College	9	9	Homemaking	9	9

J
Grade Average and Retentions

	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	Number Of Retentions	Number Of Subjects Failed
Elem. 1-6	01	02	03	04	05	06	07	08	09	10	11	12	13		
7-8	01	02	03	04	05	06	07	08	09	10	11	12	13		
9	01	02	03	04	05	06	07	08	09	10	11	12	13		
10	01	02	03	04	05	06	07	08	09	10	11	12	13		
11	01	02	03	04	05	06	07	08	09	10	11	12	13		
12	01	02	03	04	05	06	07	08	09	10	11	12	13		

K
I.Q. Test Test Data

ACE 01 CTMM 02 DAT 03 H-N 04 K-A 05 LT 06 OSPE 07 OTIS 08 PINT 09

SCAT 10 SRA 11 SB 12 WISC 13 WAIS 14 TM 15 OTHER 16 NONE 00

Date Administered: Yr. ☐☐ Mo. ☐☐ Grade Administered: ☐☐ I.Q. Score: ☐☐☐ Percentile: ☐☐

L
Reading Test Data

CAT 01 SAT 02 MET 03 SRA-AC 04 SRA-RR 05 DRT 06 ITRS 07 ISR 08

GATES 09 KGRC 10 CRT 11 OTHER 12 NONE 00

Date Administered: Yr. ☐☐ Mo. ☐☐ Grade Administered: ☐☐ Grade Equivalent: ☐☐ Percentile: ☐☐

M
Reasons For Leaving School

	Student Main	Student Additional	Counselor Main	Counselor Additional
Armed Forces	01	01	01	01
Dissatisfied with School Progress	02	02	02	02
Dislike School	03	03	03	03
No Longer Profit	04	04	04	04
Failure	05	05	05	05
Marriage-Support Husband/Wife	06	06	06	06
Personal Financial Need	07	07	07	07
Support Family/Work at Home	08	08	08	08
Limited Ability	09	09	09	09
No Desire to Learn	10	10	10	10
Overage for Class Level	11	11	11	11
Pregnancy - Not Married	12	12	12	12
Unable to Adjust to School	13	13	13	13
Parental Pressure	14	14	14	14
Expulsion or Court Exclusion	15	15	15	15
Family Conflict	16	16	16	16
School Program Does Not Meet Needs	17	17	17	17
OTHER	18	18	18	18

COMMENTS:

N
Future Plans

Definite Job 1 Trade School / Apprentice 2 Look for Job 3 Marriage / Have Baby 4

Service 5 Undecided 6

O
Counseling

Number of Interviews with School Counselor During Current Year ☐☐☐

Exit Interview with School Counselor 1 Principal 2 Other 3 None 4

Counseled by OSES: Yes 1 No 0

P

Form Completed by: Certified Counselor 1 Non-Certified Counselor 2 Other 3

RETURN TO: JOHN G. ODGERS, Director
Division of Guidance and Testing
State Department of Education
751 Northwest Boulevard
Columbus 12, Ohio

APPENDIX B
A STUDY OF DROPOUTS IN OHIO PUBLIC SCHOOLS
1962-1963

DEFINITION

A dropout is a student who leaves school before completing grade 12 for reasons other than the following: Illness; death; transferring to another school in or out of the state; or inability to meet state standards for slow learning programs.

PROCEDURE

The time period of this study is from July 1, 1962 to June 30, 1963. Dropouts from grades 9-12 should be included.

Complete Form C for every student dropout at the time the student leaves school. A form should be completed for each student who left school before these forms were received. Please make these forms as complete as possible.

All forms should be returned to the Division of Guidance and Testing through the office of the project coordinator in your school district.

Return all available forms at the end of each month.

It is recommended that the local project coordinator keep duplicate copies of each form.

GENERAL INSTRUCTION

Circle in red each numbered box that pertains to the dropout.

Please provide complete information in all sections (A through P).

ITEM INSTRUCTION

SECTION A Present Grade
For example grade 9 would be 0 9; grade 12 would be 1 2. If the student has not returned to school give for **present grade** the grade in which he should be enrolled.

SECTION B Indicate the course of study in which the student was last enrolled.

SECTION D	Include activities such as music, athletics, and clubs. Do not include required classroom activities. Estimate average number per year.
SECTION G	A broken home is one in which one or both of the original parents is/are absent. If step-parent is a factor, please write in step-father or step-mother.
SECTION H	Use an estimate based on the economic and the financial structure of the local community.
SECTION I	If there is any question on parent occupation refer to **Dictionary of Occupational Titles.** Circle one, do not leave blank.
SECTION J	Grade average. Choose and Circle in red one overall average grade for each grade level. Indicate the total number of retentions by grade level. Indicate total number of subjects failed by grade level.

CODING FOR INTELLIGENCE TESTS

01	American Council of Education Psychological (ACE)
02	California Test of Mental Maturity (CTMM)
03	Differential Aptitude Test—Verbal and Numerical (DAT-VN)
04	Henmon-Nelson (H-N) Test of Mental Ability
05	Kuhlmann-Anderson
06	Lorge-Thorndike
07	Ohio State Psychological Examination (OSPE)
08	Otis Test of Mental Ability or Otis Self-Administering Test
09	Pintner (Pintner-Durost, Pintner-Cunningham, etc.)
10	School and College Ability Test (SCAT)
11	Science Research Associates Primary Mental Abilities (SRA-PMA)
12	Stanford-Binet (Binet)
13	Wechsler Intelligence Scale Children
14	Wechsler Intelligence Scale Adult

15 Terman-McNemar
16 Other

SECTION L Circle in red the most recent test used, and fill in blanks on the third line.

READING TEST RECORD

01 California Achievement Test—Reading (CAT-Reading)
02 Stanford Achievement Test—Reading
03 Metropolitan Achievement Test—Reading
04 SRA Achievement Test—Reading
05 SRA Reading Record
06 Diagnostic Reading Tests
07 Iowa Test of Basic Skills—Reading
08 Iowa Silent Reading
09 Gates Reading Survey
10 Kelley-Green Reading Comprehension
11 Cooperative Reading Test
12 Others

SECTION M These were the reasons generally expressed by students and counselors in the 1961-62 Pilot Study of Dropouts. The reasons are listed in random order. Survey all reasons. Choose the main reason as stated by the student and one additional reason if it applies. The counselor should also choose the main reason why he feels the student has left school, as well as one additional reason if it applies.

SECTION N Circle in red only one answer.

SECTION O Exit interview—circle only one answer.

APPENDIX C
DROPOUT RATE 1962-1963

Counties	(A) Oct. 9-12 Enrollment	(B) Dropouts July, Aug. & Sept.	(A+B) Potential Enrollment	Total Dropouts	Dropouts Per Thousand
Adams	1,309	0	1,309	22	16.8
Allen	5,695	54	5,749	232	40.4
Ashland	2,472	28	2,500	68	27.2
Ashtabula	5,916	47	5,963	157	26.3
Athens	2,753	21	2,774	93	33.5
Auglaize	2,255	26	2,281	47	20.6
Belmont	4,815	28	4,843	75	15.5
Brown	1,541	26	1,567	54	34.5
Butler	10,914	83	10,997	449	40.8
Carroll	1,058	8	1,066	32	30.0
Champaign	2,279	10	2,289	69	30.1
Clark	7,750	53	7,803	239	30.6
Clermont	5,420	32	5,452	192	35.2
Clinton	2,169	11	2,180	60	27.5
Columbiana	6,533	60	6,593	163	24.7
Coshocton	2,021	16	2,037	70	34.4
Crawford	3,252	35	3,287	124	37.7
Cuyahoga	76,113	363	76,476	1,918	25.1
Darke	2,919	23	2,942	92	31.3
Defiance	2,119	21	2,140	59	27.6
Delaware	2,294	32	2,326	81	34.8
Erie	4,074	47	4,121	129	31.3
Fairfield	3,956	20	3,976	124	31.2
Fayette	1,632	16	1,648	84	51.0
Franklin	32,890	92	32,982	1,260	38.2
Fulton	2,339	28	2,367	46	19.4
Gallia	1,533	3	1,536	56	36.4
Geauga	3,192	2	3,194	26	8.1
Greene	6,602	44	6,646	154	23.2
Guernsey	1,986	32	2,018	77	38.2
Hamilton	31,891	146	32,037	1,673	52.2
Hancock	3,323	32	3,355	72	21.5
Hardin	2,263	8	2,271	39	17.2
Harrison	1,309	7	1,316	30	22.8
Henry	1,798	7	1,805	20	11.1
Highland	1,986	2	1,988	41	20.6
Hocking	1,281	5	1,286	26	20.2
Holmes	855	14	869	30	34.5
Huron	3,222	13	3,235	59	18.2
Jackson	2,061	15	2,076	75	36.1
Jefferson	5,595	43	5,638	152	27.0
Knox	2,399	24	2,423	63	26.0
Lake	9,495	83	9,578	270	28.2
Lawrence	3,454	13	3,467	73	21.1
Licking	5,491	39	5,530	161	29.1

APPENDIX C
DROPOUT RATE 1962-1963—Continued

Counties	(A) Oct. 9-12 Enrollment	(B) Dropouts July, Aug. & Sept.	(A+B) Potential Enrollment	Total Dropouts	Dropouts Per Thousand
Logan	2,166	19	2,185	56	25.6
Lorain	13,247	131	13,378	459	34.3
Lucas	23,609	318	23,927	1,123	46.9
Madison	1,833	30	1,863	59	31.7
Mahoning	15,610	125	15,735	436	27.7
Marion	3,596	60	3,656	188	51.4
Medina	4,632	21	4,653	112	24.1
Meigs	1,511	1	1,512	54	35.7
Mercer	2,274	17	2,291	40	17.4
Miami	4,693	58	4,751	166	34.9
Monroe	1,112	9	1,121	19	16.9
Montgomery	28,623	272	28,895	1,251	43.3
Morgan	822	0	822	29	35.3
Morrow	1,404	16	1,420	29	20.4
Muskingum	4,827	16	4,843	210	43.4
Noble	757	2	759	5	6.6
Ottawa	2,427	29	2,456	69	28.1
Paulding	1,251	21	1,272	41	32.2
Perry	1,751	7	1,758	94	53.5
Pickaway	1,950	14	1,964	75	38.2
Pike	1,388	7	1,395	22	15.8
Por[illegible]	5,599	26	5,625	150	26.7
Preble	2,545	10	2,555	80	31.3
Putnam	2,011	12	2,023	24	11.9
Richland	7,324	37	7,361	224	30.4
Ross	3,473	84	3,557	146	41.0
Sandusky	3,559	20	3,579	76	21.2
Scioto	5,271	38	5,309	301	56.7
Seneca	3,037	44	3,081	112	36.4
Shelby	2,132	32	2,164	84	38.8
Stark	20,852	145	20,997	526	25.1
Summit	31,650	154	31,804	1,061	33.4
Trumbull	13,105	94	13,199	317	24.0
Tuscarawas	4,599	46	4,645	127	27.3
Union	1,400	5	1,405	21	14.9
Van Wert	1,465	17	1,482	40	27.0
Vinton	775	0	775	15	19.4
Warren	4,278	8	4,286	88	20.5
Washington	3,458	15	3,473	81	23.3
Wayne	4,629	54	4,683	140	29.9
Williams	2,049	4	2,053	19	9.2
Wood	4,483	44	4,527	93	20.5
Wyandot	1,362	16	1,378	33	23.9
TOTAL	534,763	3,790	538,553	17,331	31.6

APPENDIX D

ACTION PROGRAMS TO REDUCE SCHOOL DROPOUTS—REPORT OF A WORK CONFERENCE

During and following the study of dropouts in 1961-62 and 1962-63, many individuals expressed concern about what they could do to reduce school dropout. As part of the dropout survey, it was learned that over 200 schools had, or were planning to extablish programs to decrease school dropout. These 200 schools were polled to determine if there would be value in holding a conference to exchange ideas and learn what was actually being done to combat the dropout problem. Over ninety percent of those responding indicated such a conference would have value.

Because of this interest representatives of the Divisions of Guidance and Testing and Research planned a conference for September 26, 1963. About 150 educators and representatives of community agencies participated in the all-day conference which was held at The Ohio Exposition Center, Columbus, Ohio. The following pages present an overview of that conference.

The morning session included the following addresses:

Analysis of the Problem
  Dr. Hyrum M. Smith
  Chief of Procedures and Techniques Section
  U. S. Office of Education

The Identification of Potential Dropouts
  Dr. William C. Cottle
  Professor of Education
  Boston College
  Boston, Massachusetts

Description of Significant Programs Throughout the Country
  Dr. Bernard Kaplan
  Coordinator of Project ABLE
  New York State Department of Guidance
  (formerly Assistant to the Director of the NEA PROJECT DROPOUT)

The afternoon session included small group discussions of local programs. Representatives of schools with programs that were representative of the variety reported in the state served as resource persons and discussion leaders. The discussion leaders are listed below:

Ray Dixon Lima City Schools	Tutorial Assistance to Junior High School Pupils Identified as Potential Dropouts
Harlan Fry Norton Local School	Ninth Grade Group Guidance for the Potential Dropout
James O'Hara Cincinnati City Schools	The Ohio State Employment Service and Diversified Curricula to Assist Students to Continue Their Education
Kenneth McDonough Greene County Schools	Community School Cooperative Effort in Development of Program to Reduce School Dropout
George Swindell Canton City Schools	Occupational Training for Students of Low Academic Promise
Ronald Switzer Akron City Schools	The Work-Study School: Education for Employability in an Urban Center

The major addresses and a summary of the group discussions are presented in the following pages.

Summary of the Remarks of
Dr. Hyrum Smith
Chief, Procedure and Techniques Section
U. S. Office of Education

The concern about the school dropout has been increased because of two basic trends:

1. Increasing population means more dropouts, even if the dropout rate decreases, and
2. New technology and automation make it possible for fewer workers to produce more goods.

In other words, there is a growing disparity between the increased labor force and the number of available jobs, particularly jobs for which dropouts could qualify. By 1970, unskilled workers will be needed for only 5 percent of the nation's labor force as compared to the 10 percent estimated for 1963.

Many federal agencies other than the Office of Education have helped support local programs to prevent dropouts. Some of these include the Department of Welfare, Department of Labor, The National Institute of Mental Health and the Vocational Rehabilitation Administration, and the United States Employment Service.

In the summer of 1963, President Kennedy made available to local school districts $250,000 from his Emergency Fund. Sixty-three cities throughout the country, including seven in Ohio, participated in this program. In a preliminary sample of the 63 cities, 20 cities were contacted who represented about 51 percent of the total Emergency Fund money. In these 20 districts, 385 counselors were employed. They worked on Saturday, Sunday, evenings and during the week attempting to contact about 30,000 identified potential dropouts. Twenty-three thousand nine hundred of these were actually contacted, 10,000 of whom said they would return to school. It is still too early to ascertain the final success of this program. Some preliminary conclusions are the following:

1. Superintendents felt the summer dropout campaign was successful.
2. Parents were grateful at the attempt on the part of schools for making a personal effort to contact these youngsters, in addition to the approach via mass communication media. This personal contact also gave counselors many valuable insights into the families of the potential dropouts.
3. Counselors were able to devote full-time efforts to the dropout and the potential dropout.
4. Counselors reported that the youth who were contacted were most accepting, partially because of the tremendous publicity given to the problem of the dropout and also because of the personal approach.
5. A long-range effort is being made to individualize programs for students who are willing to return. This will possibly stimulate curriculum changes in the next few years.

6. Non-responding students were followed up. Even if they indicated they were not going to return to school, they were given assistance in planning their future.
7. Part of the success of this program can be traced to the cooperative efforts of Service and National organizations together with mass media in pointing up the dropout problem to the public.

Crash programs such as this, however, are not the answer. The success of a program such as this will encourage future programs and help to point out some of the problems of the school dropout.

Two other preliminary results of this program have been:

1. The indication by school superintendents that many adults who have not completed school have returned to adult classes, and
2. The money from this program has enabled some districts to at least begin to attack their local dropout problem.

The President has given some indication that if this program is successful as the preliminary results indicate, and because of the cooperation of State, Federal, and Community Agencies, perhaps bigger programs can be made available in the future.

Summary of the Remarks of
Dr. William Cottle
Professor of Education
Boston College
Boston, Massachusets

Special programs for the identification of potential dropouts and the prevention of dropouts are of greatest concern for grades six through ten. Below grade six programs of remediation and rehabilitation for students who need help can and should be part of the regular school program. After grade 10 dropouts so nearly resemble high school graduates that they cannot be effectively identified. Their reasons for leaving school are usually unpredictable and can probably best be identified and treated in an effective counseling program. The success of such a program is dependent upon the quality of the relationship that exists between students and counselors.

The most effective program of identification and counseling of dropouts to help them make the best placement either in school or upon leaving school should take place between grades six and eleven. The essential characteristics that describe dropouts show that the individual is unhappy and/or unsuccessful in school. This results in a complex of home, school, and personal problems that many attempt to solve by leaving high school prior to graduation.

There are about fifteen to twenty characteristics which describe dropouts. These have been used to construct items for the School Interest Inventory. The School Interest Inventory is an instrument that is being validated (by Dr. Cottle) in cooperation with Houghton Mifflin Company for use in predicting potential high school dropouts. It has been useful in the central Midwest and is now being validated on a selected national sample. It is not yet available for sale, but can be secured for local research on dropouts.

Summary of the Remarks of
Dr. Bernard Kaplan
Bureau of Guidance
State Department of Education
Albany, New York

Dropouts have a wide range of characteristics. In many cases these characteristics actually are symptoms of problems of a more basic nature. A survey of programs relating to the dropout around the country seems to indicate that successful programs to prevent school dropouts are not school programs alone, but are programs involving cooperative efforts of school and community agencies. There is no single program which can cope with all school dropouts.

Some examples of different types of programs are the following:

A work-study program. There are many types of work-study programs; usually they include some of the following benefits:

1. For out-of-school youngsters as well as potential dropouts, they help youngsters earn needed money while completing their education.
2. Good work habits are taught.
3. Youngsters are given a chance to be successful in school, perhaps for the first time.
4. The learning situation is real.

Programs involving community and school cooperation. The following are illustrations:

> The Everett Massachusetts PREP Club, which is sponsored by the Chamber of Commerce, is a program in which students, not all of whom are potential dropouts, participate voluntarily. The club meets two times a month. It gives the student a chance to visit local industries and learn about career planning, job interviews and job operations. One of the reasons for the success of this program is the personal relationships that are established and their motivational value to keep students in school.
>
> Houston, Texas, has a program called Drop-Outs Anonymous. This is a voluntary group in which dropouts and potential dropouts get together, on a regular basis, with a professional person in the community and discuss their problems and experiences.

Other types of programs include a tutorial program in which children in school who need extra help are tutored by trained persons, frequently volunteers from the community. There are several programs centered around the concept of cultural enrichment, and broadened horizons. These frequently include working with students in the elementary school whose limited experiences might hinder their chances of being successful in school. Many schools offer special summer reading programs for elementary school children who have had trouble in reading.

In conclusion, programs concerned with dropouts must be diverse, imaginative, and multi-level to meet the needs of the many different types of students who are dropping out of school.

SUMMARY REPORT OF DISCUSSION GROUPS

If a school staff is concerned with the education of each individual, then programs for the potential dropout are, and long have been, a function of the school. This seems to have been the belief in many of the schools represented by those participating in the conference. Their primary concern was not so much, "What can we do?" as it was "How can we be more successful in what we are doing?" Work sessions took the form of expression of ideas and exchange of observations based upon local experience with a variety of programs.

Some ideas and programs seemed to get nearly universal support as successful ways of dealing with some potential dropouts. Work-study, tutorial, and vocational information and orientation classes seem to be effective. They are, however, limited in their applicability primarily to students who have sufficient academic promise to enable them to work effectively in traditional classes. With such students, emphases are upon improving students' awareness of their potential, improving specific scholastic skills and knowledge background, and making more obvious the vocational significance of school work.

A problem that has not yielded so satisfactorily to the efforts of the educators attending the conference, is that of providing appropriate educational opportunity for students who are significantly less capable academically than their classmates. The cost of educating those who learn less efficiently than most students is high. To make the problem of financing such programs even more difficult, achievement among these students, as measured by usual academic standards, is not readily appreciated by the public that must support the programs. There is a shortage of teachers who have either the training or desire to devote their efforts to the preparation of those who are less effective learners than most. Programs that have been started have suffered because of staff turnover. If schools are to be successful in providing better education for those potential dropouts who are academically least capable, they will have to provide programs that extend over long periods of time and are modified to meet the needs of changing conditions.

Some suggestions of a positive nature were offered relative to the development of programs for this difficult group of potential dropouts. The assistance of individuals, groups, and agencies in the community seems to be effective in convincing school administrators and boards of education of the worthiness of efforts to assist the low-achieving potential dropouts. In-service preparation of capable and interested local teachers may provide the necessary special staff for work with students who do not respond to instruction in regular classes. No suggestions of ways to obtain stability and continuity within the staff and program were recorded.

Perhaps the most universally accepted idea was that the earlier in a student's career that programs are available to him, the greater the chance the program will succeed. While programs in junior and senior high school are important, probably the greatest value may be obtained at the elementary level. While there was enthusiasm for exerting efforts at the elementary level, devoted to reduction of the number of school dropouts, there was little discussion of programs being presented at this level. It is probable that efforts exerted at improving student performance and adjustment at the elementary level are, quite appropriately, not identified as being specifically for the school dropout. Elementary counseling, classroom guidance activities, and remedial instruction have value for potential dropouts, but are also of value in enhancing the education of others. Lack of expressions descriptive of elementary programs may be due to a need for increased effort at this educational level.

Another problem presented is that of the girl who is a potential dropout. There seems to be much less concern for salvaging the potential girl dropout than for saving the potential boy dropout. This may reflect social concern for the cause-effect relationship assumed to exist between lack of education and unemployment. It is seen as more important that boys complete school and gain employment than girls. Traditionally men are the breadwinners in the United States culture. At any rate, there is a heavily male occupational cast to programs offered for potential dropouts. The question of what to do about the girl who leaves school before graduation to become a homemaker and mother is largely unanswered.

The concerns of the conferees were succinctly summarized by one individual who asked, "What are we really trying to do—graduate, or educate young people?" The response of the participants was overwhelmingly, "To educate." However, what constitutes appropriate education for the infinite variety of individuals who attend the schools, and how appropriate education may best be accomplished, are questions that remain. No schools have found all the answers. An encouraging number have found some.

APPENDIX E
HOLDING POWER OF OHIO SCHOOLS

Year of Graduation	Number Who Entered First Grade	Number Who Graduated	Holding Power[1]
1938	135,261*	62,826	46.4*
1939	134,354*	66,032	49.1*
1940	135,497*	69,222	51.1*
1941	128,717*	70,082	54.4*
1942	129,602*	69,455	53.6*
1943	129,533*	64,514	49.8*
1944	128,188	57,154	44.6
1945	125,600	57,059	45.4
1946	121,531	58,136	47.8
1947	116,793	62,315	53.4
1948	117,453	61,299	52.2
1949	109,989	59,782	54.4
1950	109,878	58,084	52.8
1951	102,776	55,206	53.7
1952	104,078	55,900	53.7
1953	106,554	57,135	53.6
1954	109,089	59,683	54.7
1955	113,894	63,065	55.3
1956	117,672	67,579	57.4
1957	116,919	68,653	58.7
1958	117,647	72,288	61.2
1959	122,486	78,402	64.0
1960	132,799	89,902	67.7
1961	133,366	91,824	68.9
1962	126,586	86,681	68.5
1963	125,976	88,506	70.2

*Estimated from total school enrollment Data from the Superintendent's Annual Report.

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[1] Holding Power is the ratio, expressed as a percent, of the number of graduates in a given year to the number of children who entered the first grade twelve years earlier.